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Governance and Commitment to Rules Compliance
Question 1:

List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:

a. The original "condition" imposed:

There were no conditions imposed by the committee for Vanderbilt University’s Cycle 2 certification.

b. The action(s) taken by the institution:

Because there were no conditions, no actions were required.

c. The date(s) of the action(s); and

No actions were performed, therefore dates are not applicable.

d. An explanation for any partial or non-completion of such required actions:

No actions were required, therefore none were left incomplete.

Question 2:

List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:

a. The original goal(s):

There were no goals for improvement or recommendations developed by the institution during its Cycle 2 certification decision relating to NCAA Operating Principle 1.1.

b. The step(s) taken by the institution to achieve the goal(s):

There was no goal or plan set in place, therefore no steps have been taken for implementation.

c. The date(s) the step(s) was completed:

Because there were no steps taken, no dates are applicable.

d. An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve the goal.

Because no steps were taken, none were left incomplete.
Question 3:

Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

As noted in the previous self-study report, the Chancellor has been significantly involved in decision-making pertaining to intercollegiate athletics and continues strong, explicit, and visible support to Athletics with commitment to compliance. There were no plans for improvement or recommendations made during the prior self-study, but it may be worthwhile to note additional enhancements made in the category of Governance since that time:

a. The involvement of the Chancellor and Board of Trust members in the identification and recruitment of the Vanderbilt Football coach.
b. During the recent turnover of the Vanderbilt Football coach, the Chancellor, several Board of Trust members, Vice-Chancellors, and several faculty members were heavily involved in the selection process. The Chancellor played a significant role in the identification of candidates and in the interview process. Additionally, board of trust members, several Vice-Chancellors, and Vanderbilt faculty members were involved in the interview and feedback provided in the selection of the coach.
c. The football coach, James Franklin, was hired in December 2010. The hiring of a minority in this position would most likely result in an A+ rating by the Black Coaches Association in regards to the search process.

Question 4:

a. Describe how the institution's Chancellor or President maintains clear and direct oversight of the athletics program,

   The Chancellor maintains clear and direct oversight of the Department of Student Athletics at Vanderbilt by both his participation as a member of the Athletics Committee of the Board of Trust, and by his direct supervisory role with the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University and the Faculty Athletics Representative.

b. including a description of reporting lines from the Athletics Director to the Chancellor or President.

   The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, David Williams, is one of the eight vice chancellors of the university, all of whom report directly to the Chancellor. In addition to his other duties, Vice Chancellor Williams serves in the role that would be known at other institutions as Athletics Director.

Question 5:

Since the institution’s previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the

a. Chancellor or President;
b. Athletics board or committee;
c. Faculty senate (or other faculty governing body);
d. Student-athlete advisory committee;
e. Director of athletics;
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f. Faculty athletics representative;
g. Senior woman administrator; and/or
h. Other individual(s) or campus constituencies.

- Hiring Melanie Balcomb as the head women’s basketball coach in 2002. The Athletics Director, several senior athletics staff members, the Faculty Athletics Representative (FAR), the Senior Woman Administrator (SWA), and the Chancellor were all part of the interview and hiring process.

- Restructuring athletics in September 2003 to eliminate the formal position of Athletics Director and have the department report directly to a Vice Chancellor. This decision allowed student athletics to function like all other areas within Vanderbilt and helped to align the vision of athletics more closely with the institution as a whole. This decision was driven by the Chancellor in consultation with the Vice Chancellors and informal discussions with members of the Board. Because it was a change in reporting responsibility, which was at the discretion of the Chancellor, and not a programmatic change, other constituents were notified upon the announcement of the change rather than consulted in advance.

- Hiring Tim Corbin to be the head baseball coach in 2003. The Athletics Director, the Faculty Athletics Representative, several senior athletics staff members, and the Chancellor were all part of the interview and hiring process.

- The changes below all involve programmatic changes. In each decision, The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University (who also serves as Athletics Director), the Chancellor, the Athletics Management team (which includes the Senior Woman Administrator), the Faculty Athletics Representative (FAR), the Athletics Board committee, and the faculty athletics advisory committee were included in the discussions:
  - The addition of women’s bowling in FY05.
  - The discontinuation of the men’s soccer program in FY06.
  - The addition of women’s swimming in FY07.
  - Hiring James Franklin to be the head football coach in FY10.

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Question 6:

a. Describe the institution’s written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution’s governing board.

The Board of Trust of Vanderbilt University provides direct oversight of Student Athletics through the appointment of board members to an Athletics Committee. The Vanderbilt University Board of Trust Athletics Committee is currently composed of 14 Trustees, including the Chancellor. The Athletics Committee typically meets semi-annually; after each meeting, the chair of the committee reports on any activities to the full Board of Trust.

b. Describe how the written athletics governance policies and/or other written communications are provided to the governing board on an annual basis.

The minutes of Athletics Committee meetings are posted on a restricted website for Trustee review. Meeting agendas and the minutes of those meetings from the past fiscal year are available for viewing; excerpts from the minutes of full Board meetings are also attached documenting the reporting process. The charge to the Athletics Committee is included within the Code of Bylaws for the University.
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Question 7:

a. Since the institution’s previous self-study, list the decisions related to intercollegiate athletics in which the institution’s governing board or individual board members have been involved.

The following is a list of all board approvals relating to athletics over the past ten years:

**Athletics**

- VOTED: To approve phase II renovation of Dudley Stadium at a cost of $5 million. Executive Committee 11/21/08.
- VOTED: To approve upgrades to Memorial Gym at a cost of approximately $3 million. Executive Committee 2/29/08.
- VOTED: To approve increasing the seating capacity at Hawkins Field at a cost of approximately $3.5 million; Executive Committee 2/29/08.
- VOTED: To approve Phase I renovations to Vanderbilt Stadium at a cost of $3.5 million. Executive Committee 2/29/08.
- VOTED: To approve the expansion of the baseball stadium at a cost of $3.56 million. Executive Committee 12/15/04.
- VOTED: To approve the merger of the National Commodore Club as a separate 501(c)(3) organization into Vanderbilt, effective July 1, 2004. Executive Committee 6/16/04.
- VOTED: To approve the mission statement for the Department of Athletics. Executive Committee 9/10/03.
- VOTED: To approve the renovation of fields behind McGugin Center for football practice fields and for the soccer and lacrosse stadium at a cost of $5 million. Executive Committee 12/12/01.
- VOTED: To approve the naming of the Ingram Court in Memorial Gym. Executive Committee 9/13/01.
- VOTED: To approve the renovation of the baseball field; included as part of the McGugin field renovation not to exceed $5.5 million. Executive Committee 2/28/01.
- VOTED: To approve the naming of the baseball field as the Charles Hawkins Field at the McGugin Center. Executive Committee 2/28/01.
- VOTED: To approve the design and renovation of the baseball field at a cost not to exceed $2.15 million. Executive Committee 2/28/00.
- VOTED: To approve the renovation of Memorial Gym Phase IIA at a cost not to exceed $9.5 million. Executive Committee 2/28/00.

b. describe the extent of the governing board’s involvement with those decisions.

The Board of Trust is required to approve certain items. The approval by the Board of Trust is outlined in the “Delegation of Authority Policy.” This requires that all capital items in excess of $2 million to be presented for approval by the Board (or Executive Committee, when the Board is not convened).

Question 8:

Describe how the institution’s governing board’s decisions regarding the athletics program are consistent with those of other on-campus units.

The “Delegation of Authority Policy,” approved by the Board of Trust on February 25, 2010, dictates that certain personnel recommendations, financial items, changes to schools, departments
or degrees, and naming of University buildings or spaces must be approved by the Board of Trust. This policy is in effect for the entire University, including the Athletics Division. A similar policy has been in effect since the previous NCAA self-study. The Board is consistent in its treatment of all areas of the university, including athletics.

Question 9:

For each of the following individuals or groups:

a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;

b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of the department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from the department of athletics); and

c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

(1) Athletics board or committee:

a. Role and Authority - The Vanderbilt University Board of Trust is the governing body of the University. The Athletics Committee is one of the standing committees of the Board of Trust, and the charge to the committee within the University Code of By-laws, Section C.3., is as follows: “The Athletics Committee shall be elected by the Board of Trust and be composed of the Chancellor and at least five additional members of the Board. The Chairman of the Board shall appoint the chair and vice-chair of the Committee. The Committee shall meet semi-annually in conjunction with the Board of Trust meetings.” [2009]

b. Input into Athletics Policies – As also noted in the University Code of By-Laws, Section C.3, “the Athletics Committee shall review the operation of the athletics programs of the University, and shall assist with public relations and fund-raising in support of those programs. The Committee shall be advisory to the Board of Trust and shall report on its activities at the semi-annual meetings of the Board.” [2009]

c. Opportunities to Review Policy – The Athletics Committee of the Board of Trust meets semi-annually and also reports on its activities to the Board semi-annually. The Committee regularly hears reports followed by discussion on academic performance, facility updates, recruiting, the BCS, scholarship awards, development, etc., as evidenced by sample meeting agendas over the past two years (available upon request). The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, in addition to the Chancellor and various other Vice Chancellors, regularly participate in Committee presentations and discussions.

(2) Faculty senate (or other faculty governing body):

a. Role and Authority - The Student Life Committee is the committee of the faculty senate that is charged with examining issues of student athletics that the faculty senate may take up. The faculty senate does not exercise any oversight of Vanderbilt's athletics program and serves in a consultative capacity when it deems a matter involving athletics to be of concern to the university faculty.
b. **Input into Athletics Policies** - The faculty senate provides a consultative role to the administration of the university, particularly the Chancellor and the Provost. The faculty senate typically invites the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University to address the Faculty Senate on a biennial basis; this is the "state of student athletics at Vanderbilt" address.

c. **Opportunities to Review Policy** - Typically through the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University’s address (see above).

(3) **Faculty Athletics Representative:**

Until June 30, 2010, Professor Lucius T. Outlaw served as Faculty Athletics Representative (FAR) for Vanderbilt University. On that date, Professor Outlaw completed his term as Associate Provost for Undergraduate Education and began a one-year sabbatical leave in advance of returning to his faculty position in the Department of Philosophy. Richard McCarty, Provost and Vice Chancellor for Academic Affairs, was appointed by Chancellor Nicholas Zeppos to replace Professor Outlaw effective July 1, 2010. The responses to these questions reflect the nature of the FAR position as experienced by Professor Outlaw over the past three years and by Provost McCarty over the past five months.

a. **Role and Authority** - The FAR plays an important role on campus, with substantial authority. For example, the FAR plays a critical role in the process of certifying student-athlete eligibility and in matters relating to NCAA or SEC rule-violations. Important certifications or requests that pertain to student-athlete academic matters or well-being cannot go forward without the signature of the FAR. The FAR works closely and collaboratively with Vice Chancellor David Williams and Ms. Candice Lee, Associate Director of Student Athletics, on all matters relating to compliance and governance of intercollegiate athletics at Vanderbilt University. On issues relating to academics, the FAR’s position is often determinative in reaching a final decision for the university.

b. **Input into Athletics Policies** - Vice Chancellor Williams has made the FAR a member of the athletics department’s Senior Management Team. This provides the FAR with a permanent seat at the table for, and full voting participation in, all Senior Management Team deliberations and decision-making. The FAR is fully respected by all members of the team. The FAR is also a member of the University Athletics Advisory Committee and has significant input on any recommendations that arise from this committee. The FAR is also available to meet during recruiting visits with high school students who have questions about academic offerings in the four undergraduate schools at Vanderbilt. Finally, the FAR works very closely with Ms. Elizabeth Wright, Director of Academic Support in Athletics, to ensure that our student-athletes are well-supported academically and socially. Special attention is devoted to ensuring that counselors in Academic Support provide academic support but do not venture into academic advising, which is the sole responsibility of faculty in our colleges and schools. The FAR also arranges for Ms. Wright to meet once each academic year with the Associate Deans that comprised the Ad Hoc Committee on Undergraduate Educational Policy. At this annual meeting, Ms. Wright presents an overview report of the academic performance of student-athletes in each college and school. The FAR also works with Ms. Wright and a member of her staff to prepare and submit nominations of Vanderbilt student-athletes for NCAA and SEC post-graduate scholarships and fellowships.

c. **Opportunities to Review Policy** – The FAR maintains a close working relationship with Chancellor Zeppos, Vice Chancellor Williams and his senior staff in athletics, and the Chair of the University Athletics Advisory Committee. All Vanderbilt University policies relating to Athletics are connected to the Chancellor, the Vice Chancellor, and the committee, and the FAR is integral to all of those conversations.
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(4) Student-athlete advisory committee:

a. Role and Authority – The Student-Athlete Advisory Committee (SAAC) is considered the leadership body for our student-athletes. The committee includes at least 2 representatives from each team. For the 2010-11 academic year, Rebecca Silinski (women's basketball) is the president, and Caleb Welchans (football) is the vice-president. Alison Wenzel, the Life Skills Coordinator, serves as the department advisor to the group. The SAAC is also a registered student organization on campus. SAAC is engaged in multiple efforts involving our student-athletes, including the coordination of department-wide community service and leadership opportunities. The committee also interacts with other organizations on campus and within the local community.

b. Input into Athletics Policies – SAAC members actively represent the student-athlete body in decisions within the athletics department. The group provides input on department policies and procedures, as well as applicable NCAA and SEC regulations, during legislative processes. Many departmental policies have been created and/or amended due to the leadership of SAAC, particularly with regard to student-welfare concerns. Such insight is helpful for inclusion of the student-athlete perspective in departmental matters.

c. Opportunities to Review Policy – The group meets bi-weekly, and a representative from the Athletics Administration attends regularly. The SAAC president also provides a formal update to the Athletics Management team on a monthly basis. The Athletics Administration relies on SAAC to remain current on issues affecting student-athletes locally and nationally, and considers that perspective central to Athletics Department decisions, including policy matters.

(5) Other individual(s) or campus group(s):

Vandy Fanatics:

a. Role and Authority - Vandy Fanatics—comprised of Dudley Defenders (Football), Memorial Maniacs (Basketball), and Hawkins Heroes (Baseball)—is the student organization dedicated to promoting school spirit by sponsoring events for the entire Vanderbilt community. Activities are planned and programmed to encourage attendance at athletics events, to support student-athletes, and to create and support traditions surrounding Vanderbilt athletics.

b. Input into Athletics Policies - One of the advisors for Vandy Fanatics serves as a member of the Athletics Management Team and is privy to information pertaining to athletics department's policies. Vandy Fanatics provides input on location of student seating for various athletics events.

c. Opportunities to Review Policy - Vandy Fanatics provides input on location and status for student seating for various athletics events, including student decisions for Bowl Games.

Eligibility Oversight Committee:

a. Role and Authority - The Eligibility Oversight Committee oversees all aspects of eligibility certification for Vanderbilt student-athletes. This includes, but is not limited to, initial and continuing eligibility, administration of financial aid, and athletics eligibility matters. (Refer to Eligibility Certification Procedures for Student-Athletes document for explanations of specific responsibilities and authority.) The Eligibility Oversight Committee is chaired by the Director of Compliance (Athletics) and includes representatives from the Office of Student Financial Aid and Undergraduate Scholarships, the Office of Undergraduate Admissions, the Faculty Athletics Representative, Athletics Academic Support Services, and the University Manager of Compliance.
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b. **Input into Athletics Policies** – The Committee reviews policies related to initial and continuing eligibility, as well as financial aid administration.

c. **Opportunities to Review Policy** – The offices of Athletics Compliance, Financial Aid, the Registrar, Admissions, University Compliance, and Academic Support all have representatives on this Committee and review any policies that pertain to eligibility requirements for athletes. The Compliance Office brings to this committee any updates or changes to eligibility policy.

**University Advisory Committee on Athletics:**

a. **Role and Authority** – The University Advisory Committee on Athletics is responsible for providing periodic advice and counsel to university leaders on current and emerging policy issues relating to intercollegiate athletics. At the request of university leaders, this committee helps to design and refine specific university policies at the intersection of academic and athletics concerns; helps to establish policies, guidelines, and networks to facilitate student-athletes’ recruitment, success, and integration into the university community; maintains an advisory relationship with the university’s official Faculty Athletics Representative; and serves as an informal voice on athletics issues for university faculty, staff, students and alumni.

b. **Input into Athletics Policies** – As noted above, the University Advisory Committee on Athletics helps to design and refine specific university policies at the intersection of academic and athletics concerns and helps to establish policies, guidelines, and networks to facilitate student-athletes’ success.

c. **Opportunities to Review Policy** – As noted above, the University Advisory Committee on Athletics also refines university policies.

**Vanderbilt Student Government’s Student Athletics Committee:**

a. **Role and Authority** – Vanderbilt Student Government’s (VSG) Student Athletics Committee serves primarily to voice the interests of the Student Body as it relates to athletics events and generating student participation. In cooperation with Vandy Fanatics, they are responsible for planning the annual Memorial Madness event for the Basketball season and encouraging student involvement in that endeavor. This year, VSG’s Athletics Committee has worked to create an Athletics Rewards program that uses ID card swipes to reward athletics attendance with Vanderbilt swag, raffles, and access to unique events. In summary, the committee works to plan events and create programs to enhance the athletics experience for all Vanderbilt students.

b. **Input into Athletics Policies** - VSG’s Athletics Committee does not currently provide input into the formation of Athletics policies.

c. **Opportunities to Review Policy** – VSG’s Athletics Committee does not review policy implementation related to Athletics.

**University Manager of Compliance:**

a. **Role and Authority** – The University Compliance Manager meets regularly with the Director of Athletics Compliance regarding compliance issues and is also a member of the Eligibility Oversight Committee. She reports significant compliance issues and initiatives to the Board of Trust Audit Committee.
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b. **Input into Athletics Policies** – As a member of the Eligibility Oversight Committee, the University Compliance Manager takes part in discussions of internal policies and procedures regarding eligibility issues.

c. **Opportunities to Review Policy** – The University Compliance Manager and the Director of Athletics Compliance discuss all rules violations and educational programs relating to rules compliance during their meetings.

**Question 10:**

*a. Describe how the activities of the institution’s athletics booster groups, support groups, and other representatives of the institution’s athletics interests are maintained under the clear control of the institution,*

Five booster groups (National Commodore Club, Bullpen Club, Hoops Crew, Gridiron Club, and Rebounders Club) exist to support athletics interests at Vanderbilt. Each booster group functions as a restricted fund and hence is under the accounting and financial control of the institution. All financial transactions are approved by the athletics department in compliance with the restricted funds. The Director of Compliance and the Associate Vice Chancellor of University Affairs and Athletics approve all restricted fund expenditures. As noted under item *b.* below, each booster group has an Associate Athletics Director assigned to meet regularly with the group and provide institutional monitoring and control.

*b. including whether institutional personnel serve on booster club, support group, or foundation boards.*

The by-laws of the Hoops Crew, Bullpen, Rebounders, and Gridiron clubs require the inclusion of one VU athletics department member to serve on the board at the discretion of the Athletics Director of Vanderbilt University (Vice Chancellor Williams). The Hoops Crew (Women’s Basketball) officers are not employed by the athletics department. The Gridiron (Football) and Bullpen (Baseball) have alumni who serve as officers, but also have three staff members of the athletics department who assist with the booster group. The Rebounders (Men’s Basketball) have officers who are former members of past basketball programs (former student-athletes) and are not employed by the athletics department. Current president of the Rebounders is Dan Cage and Treasurer is Jerry Southwood.

Four Associate Directors in Athletics have regular interactions with their assigned booster groups:
- Kevin Colon (Bullpen Club and Gridiron Club)
- Candice Lee (Hoops Crew); regularly attends Hoops Crew Board meetings
- Lori Alexander (liaison to National Commodore Club for her sports)
- Brock Williams (Rebounders Club)

National Commodore Club (NCC) employees are Vanderbilt employees (National Commodore Club falls under the Alumni & Development division). Alumni & Development is a separate division from the Athletics division and is headed by Vice Chancellor Susie Stalcup. The Executive Director of NCC reports jointly to David Williams, Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, and to Alumni & Development. The NCC Executive Director also serves as a member of the Athletics Management team.

**Question 11:**

*Provide the composition of the athletics board or committee (including titles and positions).*
The athletics committee shall be elected by the Board of Trust and be composed of the Chancellor and at least five additional members of the Board. The Chairman of the Board shall appoint the chair and vice-chair of the Committee. The Committee shall meet semiannually in conjunction with the Board of Trust meetings.

Positions:
- Chair: Michael L. Anslie
- Vice-Chair: Edith C. Johnson
- Elizabeth S. Bennett
- Darryl D. Berger
- Camilla D. Bergeron
- Dennis C. Bottorff
- Cecil D. Conlee
- William W. Featheringill
- Karen T. Fesmire
- John R. Ingram
- Nancy P. Mulford
- Richard H. Sinkfield
- J. Lawrence Wilson
- Nicholas S. Zeppos, Chancellor

Question 12:

Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

a. Budget, including all sources of funding:

On an annual basis, the Department of Athletics is required to submit a budget proposal. Beginning in January, the Athletics Business Office works with operating divisions within the department to prepare the budget for the following year. The budget includes all sources of revenue, all athletics expenditures (regardless of the funding source), and required University support. When finalized, the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University and Athletics, General Counsel and Secretary of the University; the Vice Chancellor for Finance and Chief Financial Officer; and the Chancellor review and approve the budget. Once approved by executive management, it is incorporated into the University’s consolidated budget, which is then submitted to the Budget and Executive Committees of the Board of Trust for their approval.

b. Accounting:

Accounting control occurs at several levels of the University. The Athletics Business Office is responsible for the day-to-day business operations of the department. All athletics revenues and expenditures are accounted for on the University’s general ledger system. The Business Office reviews monthly general ledger reports and provides a monthly certification that the activity has been reviewed and reconciled. These certifications are monitored by the Office of Financial Affairs, the University’s central accounting office.

In addition to monthly reviews, the Athletics Business Office performs a quarterly budget variance analysis and develops quarterly annual expenditure projections. The Associate Vice Chancellor and Chief of Staff for the Division of University Affairs and Athletics reviews budget variances and forecasts with the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of
the University (who has overall fiscal responsibility for the department) and the Vice Chancellor for Finance and Chief Financial Officer. This review takes place before the information is submitted to the Office of Financial Affairs for analysis and inclusion in the University’s Quarterly Management Financial Report. The Office of Financial Affairs distributes the Quarterly Management Financial Report to executive leadership, including the Chancellor, and also distributes the report to the Board of Trust.

c. Purchasing:

The Athletics Business Office coordinates and processes all purchases within the Department of Athletics. The Department of Athletics is subject to the University’s Delegation of Authority Policy. The Delegation of Authority policy, which was approved by the Board of Trust, outlines who may approve and sign contracts, legally binding agreements, business ventures, and other agreements with external parties that obligate the university. Under this policy, the Director of Procurement Services approves all general procurement contracts/agreements related to the procurement of equipment, non-capitalized equipment leases, goods, and services that are more than $1,000 but less than $250,000. All athletics-related purchases greater than $250,000 but less than $2,000,000 are approved by the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University. Purchases greater than $2.0 million are approved by the Chancellor and the Board of Trust.

d. and Debt management:

The Department of Athletics has no authority to incur debt. All University debt allocated to the Department of Athletics is related to capital projects and must be approved centrally through the University’s capital planning process. As part of the University’s capital planning process, the executive leadership team develops the capital plan based on the University’s strategic plan. The capital plan includes proposed projects as well as approved funding mechanisms, including proposed debt. This plan is approved by the Chancellor and by the Budget and Executive Committees of the Board of Trust.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

- Gina Owens, Business Manager for the athletics department
- Patricia Marett, Associate Vice Chancellor and Chief of Staff – Division of University Affairs and Athletics
- David Williams, Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University
- Chuck Nicholas, Director of Procurement Services
- Betty Price, Deputy Vice Chancellor of Finance/Controller
- Brett Sweet, Vice Chancellor for Finance and Chief Financial Officer

**Question 13:**

**a. Describe how the institution’s chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments.**

The annual budget for the Department of Athletics is reviewed in the same manner as all other operating divisions of the University. As with other divisions, the initial approval is granted by the responsible Vice Chancellor; in the case of athletics, this is the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University. Budgets are also approved by the Vice
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Chancellor for Finance and Chief Financial Officer and by the Chancellor of the University before they are incorporated into the consolidated budget and presented to the Budget and Executive Committees of the Board of Trust for approval.

b. In addition, identify the authority (e.g., president’s cabinet, finance committee) designated with this responsibility.

Members of the Chancellor’s executive leadership team (the Vice Chancellors) are designated with fiscal responsibility for the University. In the case of athletics, executive leadership involved with the budgeting process includes the following:
- Nicholas Zeppos, Chancellor
- David Williams, Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University
- Brett Sweet, Vice Chancellor for Finance and Chief Financial Officer

Question 14:

a. Describe the process by which the institution’s chancellor or president or his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis.

An administrative review of NCAA comparative data provided in the NCAA dashboard indicators is conducted on an annual basis at Vanderbilt University by the Chancellor and his designees. The Chancellor reviews the NCAA-provided dashboard indicators annually, with an emphasis on how Vanderbilt University compares with both our peer institutions and our fellow Southeastern Conference institutions. Care is given to review data related to gender equality, diversity, and the allocation and use of resources.

b. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, whom the Chancellor has designated to oversee Student Athletics, and the Vice Chancellor for Finance and Chief Financial Officer also receive and review the data provided annually in the NCAA dashboard indicators. Any issues or suggestions raised during the review of these data are brought forward for further study and/or review.

Question 15:

If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.1, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Based on the information obtained for questions 1 through 14 above, no plans for improvement are necessary for Operating Principle 1.1.
Operating Principle 1.2
Rules Compliance

**Operating Principle 1.2**

**Question 1:**

List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:

a. The original "condition" imposed:

There were no conditions imposed by the committee for Vanderbilt University’s Cycle 2 certification.

b. The action(s) taken by the institution:

Because there were no conditions, no actions were required.

c. The date(s) of the action(s); and

No actions were performed, therefore dates are not applicable.

d. An explanation for any partial or non-completion of such required actions:

No actions were required, therefore none were left incomplete.

**Question 2:**

List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:

a. The original goal(s):

There were no goals for improvement or recommendations developed by the institution during its Cycle 2 certification decision relating to NCAA Operating Principle 1.2.

b. The step(s) taken by the institution to achieve the goal(s):

There was no goal or plan set in place and therefore no steps have been taken for implementation.

c. The date(s) the step(s) was completed:

Because there were no steps taken, no dates are applicable.

d. An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve the goal.

Because no steps were taken, none were left incomplete.
Question 3:

Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

There were no plans for improvement or recommendations made during the prior self-study for Rules Compliance, but it may be worthwhile to note additional enhancements made in since that time:

a. The goal since the previous certification has been to increase the quality and quantity of compliance within the athletics department.
b. Vanderbilt University has increased the number of personnel within the Athletics Compliance Office. During the last self-study, the Compliance Office was only staffed by one person (the Director) in addition to an intern and an administrative assistant. Since that time, the Athletics Compliance staff has increased to include the Director, two Compliance Coordinators, an administrative assistant, and one or two interns per academic year. This increase in staffing has provided an enhanced Athletics Compliance program to Vanderbilt Athletics.
c. The two additional Compliance Coordinators were hired in 2004 and 2007.

Question 4:

a. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics.

Vanderbilt University strives to foster an institutional culture of compliance with NCAA rules and regulations. The University ensures that all coaches and athletics staff recognize that NCAA compliance is a top priority. This is accomplished in a variety of ways. First, Vanderbilt requires all coaches and athletics staff to sign an annual form to comply with NCAA rules and regulations. To support compliance, the athletics department publishes both a Policy & Procedures Manual and a Compliance Program Manual. Compliance is also a standing agenda topic at all athletics staff and departmental meetings. Vanderbilt further emphasizes its commitment to the NCAA by making compliance a condition of continued employment and affiliation with the University. Our coaches are all contractually obligated to report any known or suspected violations to the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University. Likewise, coaches’ and athletics staff members’ performance with respect to compliance is a central part of regular employee performance reviews.

b. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

Contracts or letters of appointment:
Coaches are the only staff members within the athletics department who have contracts. These contracts include specific language about the expectations to abide by compliance rules and regulations.

Vanderbilt University has on file the Employment Contract for Head Coaches, which includes the wording: “Employee agrees to abide by and comply with the constitution, by-laws and
interpretations of the National Collegiate Athletics Association (hereafter referred to as the “NCAA”), and all NCAA, Southeastern Conference, and University rules and regulations, as currently in place or as may hereafter be adopted....” The contracts are available in the Athletics Administration office.

**Job descriptions:**
Currently, most of the job descriptions include a basic statement regarding the obligation to comply with rules. We are in the process of completing the outstanding descriptions, which should be completed prior to January 1, 2011. All job descriptions are available in Ms. Diane Scott’s office (and in our Policy and Procedures manual in both hard-copy formats and electronically on our shared drive).

**Performance evaluations:**
The athletics department staff (excluding Head Coaches), utilize a standard performance evaluation form. This form includes the expectation to abide by compliance rules and regulations. A separate evaluation form is utilized for Head Coaches, and this form also includes an entire compliance component.

Vanderbilt Athletics has on file a form entitled “Performance Appraisal and Development Guide FY10/11” to be used for annual performance evaluations. The form requires the employee’s signature, stating that the “Employee’s signature below represents that s/he has reviewed this evaluation. In addition, this signature acknowledges their obligation to comply with SEC and NCAA rules and regulations, as well as with Vanderbilt University policies.” The performance evaluations are available in the Athletics Administration office.

**Other information:**
The Department of Athletics stresses the importance of compliance for all of its employees in a variety of ways: Compliance matters are discussed in multiple departmental meetings, including full staff meetings and Management Team meetings. Additionally, the monthly department newsletter includes a compliance reminder. Each athletics employee is required to affirm his or her compliance with NCAA rules and regulations on an annual “Certification of Compliance” form that is completed by September 15th of each year. This form (NCAA Form 10-2) is signed by staff members of the Vanderbilt athletics department, attesting that they “certify that they will report through the appropriate individuals on our campus to our Chancellor any knowledge of violations of NCAA legislation involving our institution.” Rules compliance is reviewed on a monthly basis in a coaches meeting, and frequent rules education emails and publications are distributed throughout the department by the Compliance Office staff. The Compliance Office staff is available to provide rules interpretations and education to the department and maintains an open door policy for staff. The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University frequently discuss the importance of rules compliance in various forums when interacting with department staff. Each coaching staff member and members of the Athletics Management Team also complete the Southeastern Conference (SEC) Code of Ethics form on an annual basis, which affirms the obligations to comply with rules and regulations. The Compliance Office also maintains compliance information on the Athletics shared computer drive for easy accessibility and reference for all department staff. This shared drive contains compliance meeting notes, rules, education tools, and interpretations. Each coaching staff member and each area is also annually given an NCAA regulations manual and SEC manual for their reference.

**Question 5:**
Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the department of athletics who are involved in rules compliance activities. Specifically, the
institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents.

**Contracts or letters of appointment:**

a. University Registrar – There are no contracts or letters of appointment for the University Registrar, Assistant University Registrar for Student Services, or the Associate University Registrar.

b. Admissions Personnel – Admissions personnel do not have contracts. Their offer letters are standard and have no detail on job responsibilities.

c. Financial Aid Personnel – There are no contracts or letters of appointment for the positions involved with compliance in the Financial Aid office.

d. Faculty Athletics Representative (FAR) – The Provost of the University currently serves in the role of the Faculty Athletics Representative. The Provost does have a contract, but when he received the contract, he was not the FAR, therefore it was not included in his contractual job description. The position of the FAR may rotate between various faculty members, so adding specific language to the Provost contract may not be applicable.

e. University Compliance Manager – The University Compliance Manager has neither a contract nor a letter of appointment. There was an offer letter sent to the University Compliance Manager listing salary and job title, but no wording related to athletics or any other category of compliance was provided, therefore this level of detail is not applicable.

**Job descriptions:**

a. University Registrar - The Athletics Compliance staff has standing monthly meetings with the Registrar’s office. Job descriptions for individuals in the University Registrar’s office all contain statements regarding rules compliance. The job description for the University Registrar includes the function “certify NCAA athletic eligibility and sign-off on related surveys and graduation rates.” Specifically related to Athletics Certification, the University Registrar is expected to perform the following functions: oversee the academic certification of student-athletes according to institutional, SEC, and NCAA guidelines; serve on the Athletics Eligibility Oversight Committee; compile data for Graduation Rate and Academic Performance Rate to submit to the NCAA; interpret the data for various campus entities; stay up-to-date on eligibility issues through attendance at eligibility meetings and seminars; work with technical staff to refine and format student-athlete data files; provide support to the Athletics Compliance Director to accomplish the institutional responsibilities related to NCAA and SEC compliance; help maintain, monitor, and troubleshoot the squad list system; provide oversight and training for NCAA eligibility and rules; process special honors and awards forms for the athletics department; review and process permission to transfer for student-athletes; and maintain all athletics eligibility records in good order, including working records, supporting documentation, and 48Cs.

The job description for the Assistant University Registrar for Student Services includes the following responsibility: “Keep abreast of the requirements and certification rules for both veterans and athletes.”

The job description for the Associate University Registrar includes the following responsibilities: oversee the academic certification of student-athletes according to institutional, SEC, and NCAA guidelines; stay up-to-date on eligibility issues through attendance at eligibility meetings and
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seminars; and provide support to the Athletics Compliance Director to accomplish the institutional responsibilities related to NCAA and SEC compliance.

b. Admissions Personnel - The Director of Athletics Compliance has weekly standing meetings with the Admissions liaison for Athletics. Athletics compliance responsibilities will be included as a part of the job description for particular Admissions staff person beginning in March 15, 2011 when the additional inclusion of awareness and adherence to NCAA rules and regulations will be instituted. Admissions also maintains a document that assigns responsibilities to their staff members. This document outlines Athletics Compliance to one of their staff who acts as the Admissions liaison. The role of Admissions liaison can shift between staff members each year, though this is not typical.

c. Financial Aid Personnel - The Compliance staff has standing monthly meetings with the Financial Aid office. The Financial Aid Office is currently updating all job descriptions to include Athletics compliance responsibilities including a requirement for having an awareness and adherence to NCAA rules and regulations. This additional verbiage will be added on March 15, 2011 and will be included in job descriptions going forward from that date.

d. Faculty Athletics Representative - The job description for the Faculty Athletics Representative includes responsibilities for Academic Support and Rules Compliance. Compliance responsibilities for the FAR include keeping the Chancellor informed of incidents involving rules compliance; participation in investigations and reporting of possible violations of NCAA, SEC, or Vanderbilt University rules; and being knowledgeable of the procedures used to certify student-athletes. The FAR also serves as a member of the Athletics Management Team, which meets weekly and participates on the Athletics Eligibility Oversight Committee.

e. University Compliance Manager - The Director of Compliance meets with the University Compliance Manager as needed during the year and annually is provided data related to NCAA or SEC infractions. The general role of the University Compliance Manager is to facilitate compliance within the University. The University Compliance Manager reports compliance issues to the Board of Trust Audit Committee twice yearly and also serves on the Athletics Eligibility Oversight Committee. The University Compliance Manager does not have a formal job description.

Performance evaluations:

a. University Registrar – As of March 15, 2011, the University Registrar’s Office will include in its performance evaluation, wording that the individual is measured against his/her awareness and adherence to NCAA rules and regulations. Individual performance reviews will be evaluated using this criteria going forward from March 15, 2011.

b. Admissions Personnel – As of March 15, 2011, the Undergraduate Admissions Office will include in its performance evaluation wording that the individual is measured against his/her awareness and adherence to NCAA rules and regulations. Individual performance reviews will be evaluated using this criteria going forward from March 15, 2011.

c. Financial Aid Personnel – In the past, Financial Aid did not conduct official performance reviews. Beginning March 15, 2011, performance review documents will include a requirement of individuals to have an awareness and adherence to NCAA rules and regulations.

d. Faculty Athletics Representative – The effectiveness of the FAR will be discussed with the Chancellor each June in a face-to-face meeting and will include evaluating the awareness and adherence to NCAA rules and regulations.
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e. University Compliance Manager - The University Compliance Manager does not have a formal performance evaluation process for this position. The University Compliance Manager’s work is regularly evaluated by the Vice Chancellor for Administration, to whom she reports. The Vice Chancellor for Administration’s performance discussions with the Compliance Manager will include her awareness to NCAA rules and regulations and her involvement in assisting the University in adherence to those rules and regulations.

Other:
Individuals in the University Registrar’s Office, the Undergraduate Admissions Office, the Financial Aid Office, and the University Compliance Office, as well as the Faculty Athletics Representative (FAR), all have responsibilities associated with rules compliance. The Director of Compliance gives these individuals the NCAA regulations manual and distributes to them any new legislation or rules changes throughout the year. The FAR and representatives from each of the offices listed above are members of the Eligibility Oversight Committee. The Eligibility Oversight Committee, chaired by the Director of Athletics Compliance, oversees all aspects of eligibility certification for Vanderbilt student-athletes. Also, the individuals discussed above, except the University Compliance Officer, attend NCAA and SEC meetings, including the annual SEC Summer Workshop and NCAA Regional Rules Seminar. Participation on this committee ensures that those outside of Athletics with compliance responsibilities are kept informed and up to date with changes in compliance responsibilities.

Question 6:

Provide the name(s) and title(s) of the institutional staff member outside the department of athletics who has ultimate responsibility in determining student-athletes' admission to the institution, certification of academic standing and conferment of academic degrees.

a. Admissions - The Director of Undergraduate Admissions reports directly to the Vice Provost for Enrollment and Dean of Admissions. The Director, the Senior Assistant Director, and Admissions Counselor review application materials to determine, in conjunction with the undergraduate schools and colleges, the student-athletes’ eligibility for admission to the University. The Vice Provost for Enrollment and Dean of Admissions, Douglas Christiansen, has ultimate responsibility for admission of student-athletes to the University.

b. Certificate of Academic Standing - The University Registrar, Cheng Khoo, reports directly to the Vice Provost for Enrollment and Dean of Admissions and is ultimately responsible for the academic records of the institution, including certification of academic standing and academic status. The Associate University Registrar, Lydia Norfleet, serves on the Athletics Eligibility and Oversight Committee and reviews initial or continuing academic eligibility for certification. The Associate University Registrar also certifies student-athlete academic eligibility in the NCAA Dragonfly Squad Management System.

The excerpt below is from the “Eligibility Certification Procedures for Student-Athletes,” a document that outlines procedures and responsibilities related to the certification of student-athletes. This document has been approved by the Chancellor.

I. LINE OF AUTHORITY /RESPONSIBILITY

Procedures for eligibility certification are in writing and approved by the Chancellor pursuant to NCAA bylaw 3.2.4.3. Individuals involved in the process are identified and their
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responsibilities clearly defined. Bylaw 3.2.4.3 Certification of Eligibility/Declaration of Ineligibility reads as follows: “An active member is responsible for certifying the eligibility of student-athletes under the terms of the constitution, bylaws or other legislation of the Association, before permitting a student-athlete to represent the institution in intercollegiate competition.”

The final authority for the initial certification and continuing academic eligibility for all student-athletes is vested in the University’s Faculty Athletics Representative. The Faculty Athletics Representative delegates academic eligibility decisions (including decisions regarding transfer students) to the University Registrar, who has been designated the coordinator of academic certification. Although the final determination of academic eligibility lies with the University Registrar, as a double check of student-athletes academic eligibility, the Compliance Office and Director of Academic Support works closely with the Office of the University Registrar to review the eligibility of all student-athletes. Although information flows freely throughout the year between these two offices, there are also formal meetings held on a regular basis.

The final authority for all other NCAA and SEC compliance requirements is vested in the Chancellor and delegated to the Department of Student Athletics Compliance Office and the University’s Office of the General Counsel.

It is the responsibility of the Director of Academic Support to monitor and support the on-going academic progress of student-athletes at the institution and to serve as a liaison between athletics and the faculty.

c. Conferment of Academic Degrees – The University Registrar, Cheng Khoo, reports directly to the Vice Provost for Enrollment and Dean of Admissions and is ultimately responsible for conferring academic degrees, with the Chancellor ultimately responsible. The schools confirm that students have met all degree requirements. The degrees are posted and verified to third parties by the University Registrar.

Question 7:

Provide the name(s) and title(s) of the individual(s) (other than the institution’s compliance officer/director) who the chancellor or president designates as having final authority for the institution’s rules compliance (e.g., athletics director, vice president for athletics).

The Chancellor designates David Williams, the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, as having final authority for rules compliance for the athletics department at Vanderbilt University. Vice Chancellor Williams reports directly to the Chancellor of the University.

Question 8:

a. Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities.

b. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:
   a. Faculty athletics representative;
   b. Director of athletics;
   c. Compliance officer/director;
   d. Coaches; and
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e. Other key individuals (e.g., Admissions Director, financial aid personnel, Registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

(1) Eligibility certification;
(2) Investigation and self-reporting of violations;
(3) Monitoring of financial aid; and
(4) NCAA Division I Academic Performance Program (APP).

Inside the Department of Athletics:

Director of Athletics  
The Chancellor has appointed the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University to manage the Department of Athletics. This position reports directly to the Chancellor. The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University is responsible for the overall management of the intercollegiate athletics program within the policies, procedures, and guidelines established by the Board of Trust, the Chancellor of the University, the Southeastern Conference and the NCAA. The Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University supervises the Director of Compliance to maintain procedures to ensure that the rules and regulations of the Southeastern Conference and NCAA are met.

Director of Compliance  
The Director of Compliance reports directly to the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University. The Director of Compliance and the Compliance Coordinators are responsible for ensuring compliance with University, Southeastern Conference, and NCAA rules and regulations, to include providing managerial oversight of all matters concerning student-athlete recruiting, admissions, eligibility, financial aid awards/benefits, and amateurism.

Coaches  
All Coaches report directly to the appropriate Associate Director of Student Athletics, who in turn reports directly to the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University. Each Head Coach is responsible for the oversight within his or her respective program and is expected to understand and abide by all the rules and regulations set forth by the NCAA. Coaches are expected to work directly with the Director of Compliance for all NCAA, Southeastern Conference, and University rules interpretations and rules education efforts, and are expected to report any potential rules violations immediately. Coaches have a shared responsibility to communicate the rules to their student-athletes, alumni, boosters, parents, and friends.

Director of Academic Support  
The Director of Academic Support for Student-athletes reports directly to the Director of Compliance and is responsible for working with the Director of Compliance to review Academic Performance Program (APP) information prior to submission by the University Registrar. The Director of Academic Support also assists with monitoring full-time enrollment and academic eligibility of student-athletes.

Athletics Business Office  
The Business Manager and the Staff Accountants of the athletics department are responsible for the disbursement of grant-in-aid funds to the student-athletes’ accounts and assists in monitoring recruiting, travel, and grant-in-aid expenditures for compliance with NCAA rules and regulations.
The Business Manager of the athletics department reports directly to the Associate Vice Chancellor and Chief of Staff of the Division of University Affairs and Athletics.

**Outside the Department of Athletics:**

*Faculty Athletics Representative*
The Faculty Athletics Representative reports directly to the Chancellor and works closely with the Director of Academic Support to review and evaluate academic and general support services for student-athletes. Other responsibilities include serving on the Athletics Eligibility and Oversight Committee, the University Advisory Committee on Athletics, and representing Vanderbilt as a delegate at the NCAA Annual Convention and at related Southeastern Conference meetings.

*University Registrar*
The University Registrar reports directly to the Vice Provost for Enrollment and Dean of Admissions and is ultimately responsible for the academic records of the institution, including certification of academic standing and academic status. The Associate University Registrar serves on the Athletics Eligibility and Oversight Committee and reviews initial or continuing academic eligibility for certification. The Associate University Registrar also certifies the student-athletes' academic eligibility in the Dragonfly Squad System.

*Financial Aid Personnel*
The Executive Director of the Office of Student Financial Aid and Undergraduate Scholarships reports directly to the Vice Provost for Enrollment and Dean of Admissions and assists in the monitoring and administration of financial assistance to student-athletes. The Executive Director is also responsible for the administration of changes to athletically-related financial aid and the non-renewal of athletically-related financial aid consistent with NCAA rules. The Associate Director of the Office of Student Financial Aid and Undergraduate Scholarships reports directly to the Executive Director and serves as the primary liaison with the athletics department. The Associate Director serves on the Athletics Eligibility and Oversight Committee and has the oversight responsibility for the coordination of all athletics-related Southeastern Conference and NCAA reporting and compliance issues. The Assistant Director of the Office of Student Financial Aid and Undergraduate Scholarships reports directly to the Associate Director and is the primary contact for coaches from the athletics department. The Assistant Director reviews the financial aid information for each student to ensure compliance with financial aid regulations, and inputs appropriate financial aid information into the Dragonfly Squad System. The Assistant Director also verifies the accuracy of grant-in-aid amounts, packages need-based awards for student-athletes, and provides estimated financial aid packages upon request.

*Admissions Personnel*
The Director of Undergraduate Admissions reports directly to the Vice Provost for Enrollment and Dean of Admissions. The Director, the Senior Assistant Director, and Admissions Counselor review application materials and determine, in conjunction with the undergraduate schools and colleges, all student-athletes' eligibility for admission to the University.

*University Administrative Compliance Officer*
The University Manager of Compliance reports directly to the Vice Chancellor for Administration and serves on the Eligibility Oversight Committee and chairs the University Administrative Compliance Committee. The University Manager of Compliance completes annual compliance reviews to monitor compliance with NCAA, Southeastern Conference, and University rules. The University Manager of Compliance also reports twice a year to the Board of Trust Audit Committee regarding compliance issues, including those relating to Athletics.
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Question 9:

Indicate by clicking “yes” or “no” in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If the institution indicates a specific written policy and step-by-step procedure is not applicable, the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

a. Initial eligibility certification. (Yes)
   See Policies and Procedures, which can be provided upon request.

b. Continuing-eligibility certification. (Yes)
   See Policies and Procedures, which can be provided upon request.

c. Transfer-eligibility certification. (Yes)
   See Policies and Procedures, which can be provided upon request.

d. APP (Yes)
   See Policies and Procedures, which can be provided upon request.

e. Financial aid administration. (Yes)
   See Policies and Procedures, which can be provided upon request.

f. Recruiting. (Yes)
   See Policies and Procedures, which can be provided upon request.

g. Camps and clinics. (Yes)
   See Policies and Procedures, which can be provided upon request.

h. Investigations and self-reporting of rules violations. (Yes)
   See Policies and Procedures, which can be provided upon request.

i. Rules education. (Yes)
   Rules education is embedded within the policies of the various categories listed here.

j. Extra benefits. (Yes)
   Documentation available upon request.

k. Playing and practice seasons. (Yes)
   See Policies and Procedures, which can be provided upon request.

l. Student-athlete employment. (Yes)
   See Policies and Procedures, which can be provided upon request.

m. Amateurism. (Yes)
   See Policies and Procedures, which can be provided upon request.

Question 10:
Describe how the institution’s written compliance policies and procedures are communicated on an annual basis to the department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities.

Policies and procedures are updated at least once per year. Communication of NCAA rules and related policies and procedures are provided annually to Department of Athletics staff and to individuals outside the department who have rules compliance responsibilities. Changes to policies and procedures are communicated more frequently and the following communication avenues are utilized:

- A monthly insert in the “Commodore Nation” magazine is distributed to all season ticket holders, boosters in the National Commodore Club, and to athletics department staff members.
- A monthly coaching staff meeting is held in which the compliance staff provides rules education and interpretations on NCAA, SEC, and institutional rules and regulations for all coaching staffs and sport administrators.
- Emails regarding rules interpretation and recently-published educational news columns are sent to athletics department staff members, Financial Aid staff, Registrar’s office personnel, and Undergraduate Admissions personnel on a regular basis.
- A monthly student services meeting is held to distribute compliance information to Academic Support staff members and Life Skills staff members.
- A booster brochure, created by the Compliance staff, that includes applicable NCAA regulations, is distributed at booster club meetings and is also made available throughout the athletics department building and in the Athletics Compliance Office. The brochure is also to be added to the athletics department’s Facebook page and compliance website on vucommodores.com. This will make the brochure available to the public at any time.
- A Facebook Fan page is updated periodically throughout the semester and available at any time. The Facebook Fan page includes basic compliance information for individuals both inside and outside of the athletics department.
- Team Orientation meetings are held by the Athletics Compliance office once during the Fall semester and once during the Spring semester to review SEC, NCAA, and institutional rules and regulations.
- Periodically, pamphlets, flyers, and educational summaries are sent via mail and/or email. These same documents are stored on the internal drive (“W drive”) for all athletics departmental staff members to access. In particular, a folder entitled “Coaches Compliance Information” is stored on the internal drive and contains meeting notes, compliance resources, and other materials for all athletics department staff to access at any time.
- “Tips of the Week” providing rules education are periodically provided by the Compliance Office for the athletics department personnel to print and place on doors, in locker rooms, and on bulletin boards.
- The Athletics Compliance staff meets twice per week to review rules and regulations.
- Throughout the year, rules education presentations are offered to Athletics department personnel, externally across campus, and to various high schools.
- At the beginning of each year, NCAA and SEC manuals are distributed to athletics department staff and to individuals outside of athletics who are involved in certification.
- At the beginning of each semester, Tutor orientation meetings are held to discuss rules and regulations, and a monthly rules education email is also sent to tutors.
- A monthly department newsletter that includes a compliance section is distributed to all athletics department staff.
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- The monthly meeting of the Eligibility Oversight Committee is provided with rules education by the Compliance office personnel.
- Rules education is also provided in various meetings:
  - Full athletics staff meetings (quarterly)
  - Senior athletics management meetings (weekly)
  - Recruiting Coordinator meetings (bimonthly)
  - Athletics Administrative Assistant meetings (monthly or bimonthly)
  - Academic Support staff meetings (weekly).

For purposes of athletics eligibility certification, the Department of Student Athletics requires that all information and requests be channeled through the Director of Compliance or his or her designee. In the University Registrar’s Office, athletics eligibility issues go through the University Registrar’s designee. The Office of Student Financial Aid communicates through the Associate Director and the Assistant Director, and the Office of Undergraduate Admissions through the appointed Associate Director. The Provost’s Office communicates through the Faculty Athletics Representative (FAR). The Compliance Office communicates regularly with the representatives of each office.

Question 11:

(a) Describe the institution’s rules-education efforts for all individuals associated with the department of athletics, including the (b) frequency and (c) topics reviewed with each of the following groups:

1. Boosters:
   a. Rules Education Efforts:
      - Booster brochures– The booster brochure, created by the Compliance staff, includes applicable NCAA regulations and is distributed at booster club meetings and is also made available throughout the athletics department building and in the Athletics Compliance Office. The brochure is also added to the athletics department’s Facebook page and compliance website on vucommodores.com. This will make the brochure available to the public at any time.
      - Commodore Nation– A monthly insert in the “Commodore Nation” magazine is distributed to all season ticket holders, boosters in the National Commodore Club, and to Athletics Department staff members. The monthly insert includes changes in the rules and regulations, and/or basic reminders.
      - National Commodore Club Communications– Communications with the National Commodore Club are made by the Athletics Compliance Office on an as-needed basis when relevant compliance rules and regulations change or need emphasizing.
      - Booster Club meetings– Athletics Compliance Office personnel provide rules education to club members during various booster club meetings.
      - Jumbotron– During basketball and football games, compliance reminders are provided on the Jumbotron. This provides information to boosters in attendance, as well as all fans. Various compliance topics are presented.
      - Individual communications– The Athletics Compliance Office personnel provide one-on-one guidance to individuals on an as-needed basis.

   b. Frequency of Distribution:
      - Booster Brochures are distributed at Booster Club meetings and on accessible in the athletics department as needed. Because of the athletics department facebook page and website, the information is available to the public at all times.
      - Commodore Nation is distributed monthly.
      - National Commodore Club Communications are made as needed.
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- Booster Club meetings occur on a regular basis. Periodically the Compliance Staff attends Booster Club meetings, but often answers questions from Booster Club members via telephone and email. The Compliance Staff also distributes a Booster brochure which contains basic information and frequently asked questions. Periodically, Compliance officers attend Booster Club meetings to facilitate trainings.
- Compliance announcements are made via Vanderbilt’s announcement systems during games.
- When compliance issues need to be addressed, the Athletic Compliance Office will provide training on an as-needed basis.

c. Topics Reviewed with each of the following groups:
- Booster Club: The compliance staff makes sure to review applicable NCAA regulations with the club in order to ensure their adherence to the regulations.
  Example from meeting minutes: “only incidental, unavoidable contact is acceptable – nothing to exceed a greeting, former players are considered boosters, same contact restrictions for Boosters apply to Vanderbilt BOT.”
- Commodore Nation Magazine: This magazine informs readers of any changes in rules or regulations and also provides basic reminders about longstanding rules.
- National Commodore Club Communications: These communications are made about relevant changes that take place to NCAA documentation and regulations or as certain policies need to be emphasized.
- Booster Club Meetings: These meetings are held to keep members aware and in compliance with NCAA rules so they are updated on changes during their meetings.
- Jumbotron and other forms of PA announcements during sporting events: These messages are communicated so that fans are aware of the NCAA rules, standards, and expectations for their behavior while in attendance of all Vanderbilt sporting events.
- Individual Communications: These communications are sent to individuals as needed and pertain to issues the Athletics Compliance Office feels relevant.

2. Student-athletes:
   a. Rules Education Efforts:
      NCAA and SEC rules and regulations are communicated to student-athletes. Modes of communication for rules education efforts to student-athletes are as follows:
      - Team Orientation meetings – These are held twice a year.
      - Emails – These are sent periodically to student-athletes by Athletics Compliance Office personnel regarding policies and procedures related to NCAA and SEC rules and regulations.
      - Individual communications – Athletics Compliance Office personnel provide one-on-one guidance to individuals on an as-needed basis.
      - Team meetings – On an as-needed basis, Athletics Compliance Office personnel provide training during individual team meetings.
      - Student Athletics Advisory Council (SAAC) meetings - On an as-needed basis, Athletics Compliance Office personnel provide training during individual team meetings.
      - Commodores website – The site is periodically updated with compliance rules education. The website is available at all times to student-athletes and to the public.

   b. Frequency of Distribution:
      - Team Orientation meetings are held twice a year.
      - Emails are sent periodically regarding policies and procedures.
      - There are individual communications between the Athletics Compliance Office personnel and the student-athletes on an as-needed basis as rules change or need to be reinforced.
      - Team meetings occur on an as-needed basis.
Operating Principle 1.2
Rules Compliance

- The Athletics Compliance Office meets with the Student Athletics Advisory Council on an as-needed basis to provide the necessary training for new rules and regulations.
- The Commodores website offers rules education updates periodically and is available not only to student-athletes but also to the public.

3. Topics Reviewed with each of the following groups:
   - Team Orientation meetings are held so that all Vanderbilt University student-athletes will be fully knowledgeable about NCAA rules, regulations, and expectations. Any updated, modified, or new policies are reviewed thoroughly at meetings.
     - Examples from meeting minutes: "Student athlete employment must be reported to the Compliance Office via form, Fee-for-lesson must be reported to Compliance Office via form."
   - Emails are utilized when NCAA reminders or updates are implemented. This is a quick, efficient way to inform all student-athletes without coordinating meetings.
   - Individual communications between the Athletics Compliance office and student-athletes occur as-needed when specific rules, topics, or regulations need to be emphasized or discussed with individuals.
   - Team meetings are held so that the Athletics Compliance Office can discuss specific issues related to NCAA regulations.
   - The Athletics Compliance Office meets with the SAAC to provide training for new rules and regulations.
   - The Commodores website keeps the University community and the public informed of all modified or new rules.

3. Department of athletics staff:
   a. Rules Education Efforts:
      - Commodore Nation - A monthly insert of rules education in the "Commodore Nation" magazine is distributed to athletics department staff members.
      - Emails – Emails regarding rules interpretation and recently-published educational news columns are sent to athletics department staff members on a regular basis. Periodically, pamphlets, flyers, and educational summaries are sent via mail and/or email. These same documents are stored on the internal drive ("W drive") for all athletics departmental staff members to access. In particular, a folder entitled "Coaches Compliance Information" is stored on the internal drive and contains meeting notes, compliance resources, and other materials for all athletics department staff to access at any time.
      - Newsletters – The Athletics Compliance Office publishes monthly newsletters for department staff highlighting rules education.
      - Management Team Meetings – The Athletics Department management team meets on a weekly basis, and compliance is discussed during those meetings.
      - Manual Distribution - At the beginning of each year, NCAA and SEC manuals are distributed to athletics department staff and to individuals outside of athletics who are involved in certification.
      - Individual communications – The Athletics Compliance Office personnel provide one-on-one guidance to individuals on an as-needed basis.
      - Full Athletics Staff meetings – These meetings are held monthly, and rules education is provided.

   b. Frequency of Distribution:
      - Commodore Nation is distributed monthly.
      - Emails are sent on a regular as-needed basis when rules change or are updated.
      - Newsletters are published monthly.
Operating Principle 1.2
Rules Compliance

- The management team meets on a weekly basis.
- The manual is distributed at the beginning of each school year.
- Individual communications between the Athletics Compliance Office and individuals occur on an as-needed basis.
- Full athletics staff meetings occur on a monthly basis.

- Topics Reviewed:
  - Athletics Department staff members receive Commodore Nation for rules education updates.
  - Emails are sent to the athletics department staff which include information specific to compliance and regulations changes or updates when they occur, or as reminders.
  - Newsletters are distributed that keep the Athletics staff updated on rules education.
  - Compliance regulations are discussed during management team meetings.
  - Manuals are distributed to individuals who work with keeping the university in good standing with its certification policies.
  - When compliance questions arise or consultation is needed, individual communications with the Athletics Compliance Office occur.
  - Rules education is provided at the full athletic staff meetings. Changes or updates to the rules are discussed, as are any area of compliance in which reminders are needed.

4. Coaches:
   a. Rules Education:
      - Coaches Staff meeting– A monthly coaches meeting is held in which compliance staff provide rules education and interpretation for NCAA, SEC, and institutional rules and regulations. This meeting is for all coaching staff and sport administrators.
      - New Coaches Meeting– Meetings for new coaches regarding compliance rules and regulations are provided by the Athletics Compliance Office.
   
   b. Frequency of Distribution:
      - Coaches Staff meetings occur monthly.
      - New Coaches meetings occur when coaches are hired.
   
   c. Topics Reviewed:
      - In Coaches Staff meetings, the compliance staff provides rules educations and University-specific interpretations of NCAA and SEC institutional rules.
        Examples from meeting minutes: “Reminders: phone logs may be audited at any time, “redshirt” status applies when there is NO competition at all, the 5 year clock starts as soon as the athlete enrolls full-time in college, athletes have 5 years to use 4 seasons of competition, phone logs and countable activity logs are due monthly.”
      - The Athletics Compliance Office provides compliance rules and regulations for all new coaches.
        Example from meeting minutes: “Admissions approval must be received prior to sending our scholarship paperwork.”

5. Faculty:
   a. Rules Education
      - University Athletics Advisory Committee – Rules compliance education is provided by the Athletics Compliance Office as requested by the Committee.
      - Eligibility Oversight Committee – There is faculty representation on the Eligibility Oversight Committee, which meets periodically to discuss compliance rules and regulations.
Operating Principle 1.2
Rules Compliance

- Faculty Athletics Representative (FAR) meetings – Meetings with the FAR occur upon request, and the FAR participates in many meetings in which compliance is discussed or presented by the Athletics Compliance Office.

b. Frequency of Distribution:
- The rules compliance is provided for the University Athletics Advisory Committee as requested.
- The Eligibility Oversight Committee meets periodically.
- Meetings with the FAR occur upon request.

c. Topics Reviewed:
- Rules compliance education is discussed between the University Athletics Advisory Committee and the Athletics Compliance Office.
- Rules compliance and regulations are discussed by the Eligibility Oversight Committee.
- Compliance is discussed by the FAR or the Athletics Compliance Office when requested.

6. Institutional staff outside the department of athletics:

a. Rules Education:
- Eligibility Oversight Committee – This Committee meets periodically to discuss rule compliance and regulations, and includes members of the Athletics Compliance Office, Registrar, Undergraduate Admissions, Financial Aid Office, and University Compliance Manager, as well as other representatives from across the institution.
- Financial Aid Meeting – Periodically, Athletics Compliance Office personnel present rules education to members of the Financial Aid office during their scheduled staff meeting.
- Manual Distribution - At the beginning of each year, NCAA and SEC manuals are distributed to individuals outside of athletics who are involved in certification.
- University Compliance Manager – Meetings are held periodically with the University Compliance Manager.

b. Frequency of Distribution:
- The Eligibility Oversight Committee meets periodically, on an as-needed basis.
- The Athletics Compliance Office attends regularly scheduled Financial Aid staff meetings every month. Also, there are Financial Aid representatives present at the monthly Eligibility Oversight Committee meeting. Communication between the Athletic Compliance staff and the Financial Aid Office occurs regularly.
- NCAA and SEC Manuals are distributed at the beginning of each year.
- University Compliance Manager meetings are held periodically throughout the year and are scheduled on a monthly basis.

c. Topics Reviewed:
- The Eligibility Oversight Committee discusses rules compliance and regulations.
- Rules education is discussed in the Financial Aid meeting.
  Example from meeting minutes: “No scholarship paperwork can be sent out until final Admissions Office approval is received, exemptions of need-based aid and NCAA athletic scholarships discussed, exemptions of outside scholarship combinations discussed, allow recruited basketball and football student-athletes to accept institutional aid and compete without being a counter.”
- NCAA and SEC Manuals distributed include information about certification policies and procedures.
- The University Compliance Manager discusses NCAA rules compliance and regulations with anyone who requests a meeting.
Operating Principle 1.2
Rules Compliance

Question 12:

In regard to the institution’s most recent rules compliance evaluation:

a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution’s rules compliance evaluation:

Mr. Christopher D. Schoemann of Bond, Schoeneck & King, PLLC, Attorneys at Law and Mr. Gil Grimes, SEC Assistant Commissioner of Legislative Services, provided an outside, independent assessment of Vanderbilt University’s compliance with the NCAA rules.

b. Describe the process used in selecting this authority outside the department of athletics to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution’s department of athletics and is knowledgeable of NCAA legislation and rules compliance practices:

The Southeastern Conference (SEC) was responsible for organizing the evaluations. The compliance review was conducted at the request of Southeastern Conference (SEC) Commissioner, Mr. Mike Slive; by Mr. Christopher D. Schoemann, Director, NCAA Compliance Services with the Overland Park, Kansas, office of Bond, Schoeneck & King, PLLC (BSK); and by Mr. Gil Grimes, SEC Assistant Commissioner of Legislative Services. The review was organized and conducted by the SEC, and not by Vanderbilt University Athletics, therefore it provided an independent and unbiased rules compliance evaluation.

c. Provide the date of the institution’s most recent rules compliance evaluation.

The evaluation was performed on March 15-16 2005, with a follow-up evaluation on August 23-24, 2007.

Question 13:

The rules compliance evaluation must determine that the institution’s compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking “yes” or “no” in the ACS which areas were included in the institution’s most recent rules compliance evaluation. If the institution indicates a specific area is not applicable, the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

a. Governance and organization.
b. Initial-eligibility certification.
c. Continuing-eligibility certification.
d. Transfer-eligibility certification.
e. APP.
f. Financial aid administration, including individual and team limits.
g. Recruiting (e.g., contacts and evaluations, official and unofficial visits).
h. Camps and clinics.
i. Investigations and self-reporting of rules violations.
j. Rules education.
k. Extra benefits.
l. Playing and practice seasons.
m. Student-athlete employment.
**Operating Principle 1.2**  
**Rules Compliance**

*n. Amateurism.*  
o. *Commitment of personnel to rules-compliance activities.*

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Compliance Reviewed</th>
<th>Explanation or Site in 2005 Compliance Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Governance and Organization</td>
<td>Yes</td>
<td>Sited: Pages 7-8 (under Compliance Infrastructure)</td>
</tr>
<tr>
<td>b. Initial-eligibility certification</td>
<td>Yes</td>
<td>Sited: Pages 17-18</td>
</tr>
<tr>
<td>c. Continuing-eligibility certification</td>
<td>Yes</td>
<td>Sited: Pages 17-18</td>
</tr>
<tr>
<td>d. Transfer-eligibility certification</td>
<td>Yes</td>
<td>Sited: Pages 17-18</td>
</tr>
<tr>
<td>e. APP</td>
<td>N/A</td>
<td>This area of compliance was introduced in 2008 and since the most recent review was conducted in 2007, it was not included as part of the review. A review of the Academic Performance Program (APP) will be included in an area for future improvement below (Question #17).</td>
</tr>
<tr>
<td>f. Financial Aid Administration</td>
<td>Yes</td>
<td>Sited: Pages 19-21</td>
</tr>
<tr>
<td>g. Recruiting</td>
<td>Yes</td>
<td>Sited: Pages 23-24</td>
</tr>
<tr>
<td>h. Camps and Clinics</td>
<td>Yes</td>
<td>Sited: Page 15</td>
</tr>
<tr>
<td>i. Investigations and self-reporting of rules violations</td>
<td>Yes</td>
<td>Sited: Page 21</td>
</tr>
<tr>
<td>j. Rules education</td>
<td>Yes</td>
<td>Sited: Page 8</td>
</tr>
<tr>
<td>k. Extra benefits</td>
<td>Yes</td>
<td>Sited: Page 13</td>
</tr>
<tr>
<td>l. Paying and practice seasons</td>
<td>Yes</td>
<td>Sited: Page 22</td>
</tr>
<tr>
<td>m. Student-athlete employment</td>
<td>Yes</td>
<td>Sited: Page 25</td>
</tr>
<tr>
<td>n. Amateurism</td>
<td>Yes</td>
<td>Sited: Pages 7-8 (under Compliance Infrastructure)</td>
</tr>
<tr>
<td>o. Commitment of personnel</td>
<td>Yes</td>
<td>Sited: Pages 7-8 (under Compliance Infrastructure)</td>
</tr>
</tbody>
</table>
Operating Principle 1.2
Rules Compliance

Question 14:

a. Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions.

The most recent rules compliance evaluation was reviewed in conjunction with the current Cycle 3 NCAA self-study by the Subcommittee for Governance and Commitment to Rules Compliance to determine any necessary corrective actions. The most detailed document available regarding the rules compliance evaluation performed during 2005 was provided by the Athletics Compliance Office. The 2005 document was detailed and included recommendations for implementation regarding the various areas of compliance.

The follow-up to the rules compliance evaluation was performed in 2007, and a copy of the memo from the individuals who performed the follow-up evaluation was also provided by the Athletics Compliance Office. The 2007 follow-up memo indicated that most of the recommendations from the 2005 evaluation had been implemented and a plan for implementing the remaining recommendations was established. Additionally, the Athletics Compliance Office was asked to provide clarification on the remaining recommendations and the subsequent actions taken.

Both the 2005 report and the 2007 follow-up memo were posted on the Governance and Commitment to Rules Compliance Subcommittee website so that all members of the Subcommittee could review and assess the self-review as it was performed. The reports were also available to all members of the Cycle 3 NCAA self-study team, if they needed the information for their review of Academic Integrity, and/or Gender/Diversity and Student-Athlete Well-Being.

The 2005 Athletics Compliance Review document was discussed in detail with Athletics Compliance Office personnel on December 10, 2010. Items not yet implemented were noted and recommendations were made for improvement. The recommendations are listed below under Question #15.

b. In addition, identify the individuals involved with this review.

The Subcommittee for Governance and Commitment to Rules Compliance provided the review. The Subcommittee reported directly to the Steering Committee, which is chaired by Jerry Fife, Vice Chancellor for Administration. The Subcommittee membership is broad-based and included the following:

Christy Hooper, Assistant Vice Chancellor – Finance, Subcommittee Chair
John McDaniel, Associate Vice Chancellor for Academic Affairs
Bridget Rogers, Associate Professor, Chemical and Biomolecular Engineering
Patricia Marett, Associate Vice Chancellor and Chief of Staff, University Affairs and Athletics
Gena Cobble, Associate Director, Internal Audit
Keith Neely, Sophomore Student, Vanderbilt Student Government Athletics Co-Chair
Douglas Weikert, Assistant Professor, Orthopaedics & Rehabilitation Department
Clyde Walker, Associate Director, Department of Financial Aid
Melissa Smith, Assistant Director of Student Financial Aid
James Floyd, University Counsel
Bruce Oppenheimer, Professor and Director of Graduate Studies, Political Science
Nicole Jules, Alumna
Shanmuga Sundaram, Director, Information Technology Services – Strategy and Planning
Elizabeth Gaughf, Graduate Student
### Operating Principle 1.2
#### Rules Compliance

Connie Dowell, Dean of Libraries  
George Midgett, Compliance Coordinator, Athletics.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Recommendations</th>
<th>Parties Responsible</th>
<th>Timeline Implemented</th>
<th>Future Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td>Create FAR Job Description</td>
<td>Oversight Committee/ Athletics Dept.</td>
<td>DONE in Feb 2007</td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Compliance personnel needs to increase</td>
<td>Athletics Compliance</td>
<td>DONE As of July 2010,</td>
<td>the Compliance Office has four full-time staff members and an administrative assistant; also have 3 interns. One Coordinator hired in 2004; a second Coordinator hired in 2007.</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>1 and 3 yr strategic plan</td>
<td>Athletics Compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring/ Rules Education</td>
<td>Create Compliance Manual (comprehensive resource for coaches - procedures, etc.)</td>
<td>Athletics Compliance</td>
<td>DONE (electronic format) and also store documents on W: drive for access. In effect since 2009.</td>
<td></td>
</tr>
<tr>
<td>Monitoring/ Rules Education</td>
<td>Forms should be signed by coaching staff member</td>
<td>Athletics Compliance</td>
<td>DONE. Forms were updated in May 2009</td>
<td></td>
</tr>
<tr>
<td>Monitoring/ Rules Education</td>
<td>Forms should have notation when updated and should be made in PDF format on website</td>
<td>Athletics Compliance</td>
<td>DONE; in pdf format on shared drive and notations have been added (are revised accordingly). This was implemented immediately following the 2007 review.</td>
<td></td>
</tr>
<tr>
<td>Monitoring/ Rules Education</td>
<td>Regular compliance mtg. w/coaches</td>
<td>Athletics Compliance</td>
<td>DONE (started January 2006)</td>
<td></td>
</tr>
</tbody>
</table>
### Operating Principle 1.2

#### Rules Compliance

<table>
<thead>
<tr>
<th>Monitoring/ Rules Education</th>
<th>Increase rules education/create calendar</th>
<th>Athletics Compliance</th>
<th>DONE (but was started in January 2011 preparing semester-long calendars on a monthly basis). See #3 above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring/ Rules Education</td>
<td>Identify all &quot;booster&quot; individuals</td>
<td>Athletics Compliance</td>
<td>DONE on-going effort and was implemented since the 2007 compliance review (exact date unknown).</td>
</tr>
<tr>
<td>Monitoring/ Rules Education</td>
<td>New employee orientation program (includes compliance)</td>
<td>Dept. of Athletics</td>
<td>Has not been done in a systematic way; intern working on manual. Needs to be made more formal. Internal currently working on this.</td>
</tr>
<tr>
<td>Monitoring/ Rules Education</td>
<td>Resource tool identifying permissible assistance for student-athletes in emergency situations</td>
<td>Athletics Compliance</td>
<td>Partially Done. Coaches already receive this info but will make sure it is clear in SA handbook as well.</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Written statement for tutors to review/sign indicating understanding of NCAA rules</td>
<td>Academic Support</td>
<td>DONE (see Tutor manual) In effect since 2007.</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Mandate Tutoring Services in Academic Center ONLY (or pre-approved academic space)</td>
<td>Dept. of Athletics</td>
<td>DONE (see manual) In effect since 2007.</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Responsibilities of academic support staff included in eligibility certification procedures</td>
<td>Oversight Committee/Academic Support</td>
<td>DONE. New certification procedures formally approved in December 2010.</td>
</tr>
</tbody>
</table>
### Operating Principle 1.2

#### Rules Compliance

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Responsible Party</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support</td>
<td>Contacts with faculty by appropriate staff only (i.e. academics and compliance)</td>
<td>Dept. of Athletics</td>
<td>DONE This practice has been implemented since 2006 and was formally included in the Academic Support group documentation.</td>
</tr>
<tr>
<td>Amateurism/Gambling</td>
<td>More detailed educational program about agents needed (also including parent, guardian, coaches, etc.)</td>
<td>Athletics Compliance</td>
<td>DONE Now included in team orientation since 2007; have created agent-specific info for distribution in 2009.</td>
</tr>
<tr>
<td>Amateurism/Gambling</td>
<td>Policy about student-athletes not providing complementary admissions to agents</td>
<td>Athletics Compliance / Ticket Office</td>
<td>DONE Included in team orientations since 2007; included in formal letter to parents since 2008.</td>
</tr>
<tr>
<td>Amateurism/Gambling</td>
<td>More info on amateurism from student-athletes (i.e. filling out 'Amateurism Status' form at start of each academic year)</td>
<td>Athletics Compliance</td>
<td>DONE Updated amateurism forms and have been included in orientation paperwork since 2007.</td>
</tr>
<tr>
<td>Disability Insurance</td>
<td>Need written procedures that ensure correct documentation to NCAA Bylaw 12.1.1.4.2 is uniform and correct</td>
<td>Athletics Compliance</td>
<td>Partially Done Is done ad hoc, but should write up to make more formal.</td>
</tr>
<tr>
<td>Awards</td>
<td>System for accurately monitoring all awards received by student-athletes</td>
<td>Athletics Compliance</td>
<td>DONE (form saved on W: Drive) In effect since 2009.</td>
</tr>
<tr>
<td>Extra Benefits</td>
<td>Monitor occasional meals</td>
<td>Athletics Compliance/ Coaches</td>
<td>DONE Updated version of booster brochure completed and distributed in December 2010.</td>
</tr>
<tr>
<td>Extra Benefits</td>
<td>Issues related to the provision of post-game meal money and food (MBB)</td>
<td>Athletics Compliance/ Business Office</td>
<td>DONE Immediately addressed in 2006, following compliance review.</td>
</tr>
<tr>
<td>Extra Benefits</td>
<td>Examine procedures for equipment allocations in each sport</td>
<td>Athletics Compliance/ Equipment Room</td>
<td>This needs to be formalized.</td>
</tr>
</tbody>
</table>

Procedures for equipment allocations and disability insurance usage are provided on an informal basis; however, formal procedures should be established and administered.
### Operating Principle 1.2

#### Rules Compliance

<table>
<thead>
<tr>
<th>Extra Benefits</th>
<th>Letters to local businesses outlining NCAA regulations regarding extra benefits and student-athletes and their families</th>
<th>Athletics Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boosters</td>
<td>Expand booster brochure and distributed to all appropriate people</td>
<td>Athletics Compliance</td>
</tr>
<tr>
<td>Boosters</td>
<td>Devote more time to meeting with the Commodore Club staff for rules education</td>
<td>Athletics Compliance</td>
</tr>
<tr>
<td>Boosters</td>
<td>Moneys reviewed and approved prior to disbursement (all booster clubs should submit monthly bank statement to compliance office)</td>
<td>Athletics Compliance / Business Office</td>
</tr>
<tr>
<td>Camps and Clinics</td>
<td>Policies and procedures for monitoring summer camps/clinics</td>
<td>Athletics Compliance / Business Office</td>
</tr>
<tr>
<td>Camps and Clinics</td>
<td>Camp brochures and advertising should be approved by compliance office BEFORE publication</td>
<td>Athletics Compliance</td>
</tr>
<tr>
<td>Camps and Clinics</td>
<td>Issues related to winter basketball camp in 2003/04 per NCAA Bylaw 13.13.1.1.2 (MBB)</td>
<td>Athletics Compliance</td>
</tr>
<tr>
<td>Camps and Clinics</td>
<td>Issues related to &quot;goalkeeps&quot; camps or clinics per NCAA Bylaw 13.13.1.1 (WSC)</td>
<td>Athletics Compliance</td>
</tr>
<tr>
<td>Coaches</td>
<td>Create Designation of Coaches and Managers System (and appropriate forms)</td>
<td>Athletics Compliance</td>
</tr>
</tbody>
</table>

DONE This was done in Summer 2007 and will be done again in 2011.

DONE Update version of booster brochure completed and distributed in December 2010.

DONE Implemented immediately after the previous compliance review, the Compliance Office regularly communicates the rules with the Commodore Club.

DONE Implemented after the previous review.

DONE (coaches now have a camp policies and procedures manual to use; Athletics Department also has a designated Camp Administrator) Revisions done in 2009

DONE In effect since 2008. See camp manual.

DONE (camps are now only during summer) so that has not been applicable for basketball camps since NCAA regulations changed 3-4 years ago

DONE (no longer have this camp) has not been an issue for 3-4 years.

DONE (ONLY coaches done) ("Designation Coaching/Non-Coaching Staff" on form) Athletics has been designating the coaches since 2007 and just began to document the managers in December 2010.
<table>
<thead>
<tr>
<th><strong>Operating Principle 1.2</strong></th>
<th><strong>Rules Compliance</strong></th>
</tr>
</thead>
</table>

### Coaches

- **Volunteer Coach Approval System**

**Athletics Compliance**

- Partially Done. Formal volunteer staff procedures have been in place since Fall 2010. Formal procedures specific to volunteer coaches will be finalized prior to Summer 2010. Currently doing on an ad-hoc basis.

### Complimentary Admissions

- **Active role in staffing the player pass gate**

**Athletics Compliance**

- Done for football; compliance staff member travels to all away FB games and works all home games as well. In effect since 2008.

- **Inform Ticket Office about student-athlete change of status issues**

**Athletics Compliance**

- Done. Email sent to Ticket Office and implemented a process. Approximate date of completion was Spring 2009.

- **Request student-athlete’s identify relationship for all guests receiving complimentary admissions**

**Athletics Compliance/ Ticket Office**

- Done. Has been in effect since 2007.

- **Letter should be sent to all recipients annually reminding them of NCAA legislations**

**Athletics Compliance**

- Done - letter sent to parents/guardians for FB since 2008. Recommendation: should also be sent to other sports.

- **Identify complimentary admissions from coaches**

**Athletics Compliance/ Ticket Office**

- In progress; working with Ticket Office on this to finalize procedure. Will be in place prior to summer 2010.

### Eligibility Certification

- **Clarify compliance oversight responsibilities in writing**

**Oversight Committee/Athletics Compliance**

- Done; updated eligibility certification procedures and responsibilities of Oversight Committee. Formally approved December 2010.

- **All phases of eligibility-certification system subject to random sample testing on annual basis**

**Registrar/Athletics Compliance**

- Done; Annual review occurs by the compliance staff but random sample testing should be incorporated; Registrar’s Office does own audit/sample of academic eligibility certification; conference office
## Operating Principle 1.2

### Rules Compliance

does a review every 4 years

<table>
<thead>
<tr>
<th>Eligibility Certification</th>
<th>Review official institutional publications for admission authority of Chancellor.</th>
<th>Dept. of Athletics</th>
<th>N/A There is not a separate admissions process for the Chancellor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility Certification</td>
<td>Chancellor regularly approve eligibility-certification procedures</td>
<td>Oversight Committee</td>
<td>DONE; Chancellor approved 2010 procedures on November 29, 2010</td>
</tr>
<tr>
<td>Eligibility Certification</td>
<td>Written system and forms for evaluation of transfer credit and acceptance to be developed (add signatory lines for Admissions/Registrar)</td>
<td>Athletics Compliance/Registrar</td>
<td>DONE This has been done within the parameters of transfer credit evaluation at Vanderbilt. Transfer procedures included in eligibility document that was approved in November 2010. Athletics also has a “Guidelines for Recruiting Transfers” document that was approved in September 2009. Athletics also has a “Guidelines for Recruiting Transfers” document that was approved in September 2009.</td>
</tr>
<tr>
<td>Eligibility Certification</td>
<td>Develop Time Lapse System for info on student-athletes who may not have moved directly from secondary school into a college institution</td>
<td>Athletics Compliance/Registrar</td>
<td>DONE (see Eligibility Certification document); updated version approved in November 2010.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>External committee/individual should have oversight of financial aid issues and/or systems</td>
<td>Athletics Compliance</td>
<td>DONE; updated procedures in Fall 2010.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Written system to monitor compliance with NCAA individual and team limits to include delineation of compliance oversight responsibility</td>
<td>Athletics Compliance</td>
<td>DONE (part of certification procedures). Updated in November 2010.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Voluntary Relinquishment of Financial Aid Form for when withdrawing from a sport</td>
<td>Athletics Compliance</td>
<td>DONE (form on file); updated in 2008.</td>
</tr>
</tbody>
</table>
### Operating Principle 1.2
**Rules Compliance**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Responsible Party</th>
<th>Status/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>Detailed written system to monitor student-athlete use of the Special Assistance Fund/Opportunity Fund</td>
<td>Athletics Compliance/ Business Office/ CHAMPS</td>
<td>DONE Updated procedures done in Fall 2010.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Distribute squad lists with more frequency</td>
<td>Athletics Compliance</td>
<td>DONE (coaches receive copy of squad list at start of their season); in effect since 2007.</td>
</tr>
<tr>
<td>Investigations</td>
<td>Policy outlining the responsibility to report potential violations of NCAA rules</td>
<td>Dept. of Athletics</td>
<td>DONE This practice is in effect and we annually use the NCAA Certification Compliance form, SEC Code of Ethics forms and language in contracts and job descriptions to reiterate the obligations to report potential violations. This is also discussed in the department newsletters and full-staff meetings. In effect prior to Fall 2010.</td>
</tr>
<tr>
<td>Investigations</td>
<td>Violations reviewed to identify trends/patters and appropriate program revisions should be made</td>
<td>Athletics Compliance</td>
<td>DONE This is done as a routine aspect of the compliance program. Implemented after the 2007 review, exact date unknown.</td>
</tr>
<tr>
<td>Participation</td>
<td>System to monitor prior approval and participation of student-athletes in summer sports</td>
<td>Athletics Compliance</td>
<td>Partially DONE. It is done for basketball summer leagues since 2007; otherwise done case-by-case and needs to be formalized.</td>
</tr>
<tr>
<td>Participation</td>
<td>Current procedures utilized to monitor game participation should add the media relations office as back-up</td>
<td>Athletic Compliance</td>
<td>DONE; compliance office uses media relations statistics as back-up to confirm participation. Implemented after the 2007 review, exact date unknown.</td>
</tr>
<tr>
<td>Promotional Activities</td>
<td>Coaches and athletics administration reminded to request approval for student-athletes' participation in institutional promotional activities</td>
<td>Athletics Compliance</td>
<td>DONE Has been in effect since 2008 but is currently developing formal process for reminding/educating as an enhancement.</td>
</tr>
</tbody>
</table>
### Question 15:

*Identify any relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:*

<table>
<thead>
<tr>
<th>Recruiting</th>
<th>Monitoring/audit system for telephone records needs to be developed</th>
<th>Athletics Compliance</th>
<th>DONE; designated compliance staff member is in charge of overseeing this process since 2008. Done on a regular basis since 2009.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting</td>
<td>Forms and procedures developed to modify the current recruiting monitoring system (should include signatory line)</td>
<td>Athletics Compliance</td>
<td>DONE (forms on file; formal system in place. Implemented since previous compliance review in 2007.</td>
</tr>
<tr>
<td>Vehicles</td>
<td>Student-athlete automobile info collected formally at the beginning of academic year</td>
<td>Athletics Compliance</td>
<td>DONE The Compliance Office has developed a formal monitoring system and relationship with the Office of Traffic and Parking. In effect since Fall 2010. DONE In effect since 2009.</td>
</tr>
<tr>
<td>Student-Athlete Employment</td>
<td>References to student-athlete employment incorporated in various publications designed to educate</td>
<td>Athletics Compliance/CHAMPS</td>
<td>DONE (use employment forms) Implemented since 2009.</td>
</tr>
<tr>
<td>Student-Athlete Employment</td>
<td>Student-athlete employment (including summer) should continue to be monitored</td>
<td>Athletics Compliance/CHAMPS</td>
<td>N/A to-date but will incorporate a formal process as Vanderbilt recruits elite athletes likely to participate in the Olympics.</td>
</tr>
<tr>
<td>Team Travel</td>
<td>Pre-approval for travel should be routed through athletics compliance office</td>
<td>Athletics Compliance</td>
<td>Not currently done. Pre-approval for travel should be routed through the Athletic Compliance Office, as there is no uniform policy in place. This pertains to recruiting travel and the need to approve it beforehand to ensure that coaches are not traveling during impermissible times.</td>
</tr>
<tr>
<td>Team Travel</td>
<td>Monitor timing of payment for incidental hotel charges incurred by student-athletes</td>
<td>Business Office</td>
<td>DONE Monitored on a regular basis by the Athletics Business Office. Implemented since the 2007 review, exact date unknown.</td>
</tr>
<tr>
<td>Team Travel</td>
<td>Monitor travel arrangements for unattached competition involving student-athletes who are training for the Olympics</td>
<td>Athletics Compliance/Business Office</td>
<td>N/A to-date but will incorporate a formal process as Vanderbilt recruits elite athletes likely to participate in the Olympics.</td>
</tr>
</tbody>
</table>
Operating Principle 1.2
Rules Compliance

a. The plan(s) or action(s) implemented; and
b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

Many of the 2005 recommendations were implemented after that review and prior to the 2007 follow-up evaluation. A complete schedule of relevant actions and related dates of implementation was provided to this Subcommittee by Athletics Compliance Office personnel and can be provided upon request. After discussion with Athletics personnel regarding actions taken to address the 2005 evaluation and subsequent 2007 evaluation, the following recommendations were identified as outstanding:

All recommendations not yet in place should be put in place by June 2011 unless otherwise noted. Candice M. Storey is the individual with oversight responsibility for compliance, and will be monitoring the completion of recommendations. She will maintain communication with David Williams, Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, to keep him updated on progress. She will also be meeting on a quarterly basis with Ruth Nagareda, University Compliance Manager, to keep her informed.

Schedule Utilized by Athletics Compliance Office to Manage Recommendations

In addition to the items listed above, several other enhancements to processes were identified as follows:

i. Athletics Compliance Office personnel should meet with the University Compliance Officer, Ruth Nagareda, on a quarterly basis to discuss any changes in rules and regulations or any potential risks related to NCAA compliance.

ii. Athletics administration should create a 12-month calendar for rules education training to be held both inside and outside of athletics.

iii. A formal process for elite student-athletes and student-athlete parents should be created in order to regulate their interactions and involvement with agents.
Question 16:

Submit a copy of the report from the institution’s most recent rules compliance evaluation.

The most detailed version of the rules compliance evaluation from 2005 and the memorandum regarding the 2007 follow-up evaluation will be uploaded to the website.

Question 17:

If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.2, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Future Improvements:
As noted in Question 13 above, a review of the Vanderbilt University Athletic Department's Academic Progress Program (APP) has not yet been done. This was not done, in part, because during the previous SEC reviews completed in 2005 and 2007, a review of the APP was not yet a requirement. The University will schedule a review of its APP to take place in the near future. Discussions are currently underway to determine whether the APP review can be done internally or whether the review must be performed by an external party to Vanderbilt University. After that determination is made, the review will be scheduled. Personnel within the Division of Administration and within the Division of University Affairs and Athletics are currently involved in these discussions.

As noted in Question 15 above, thirteen areas for improvement were identified during the review of the implementation of SEC review recommendations. All of the proposed procedures and enhanced processes are scheduled to be implemented prior to June 20, 2011 and will be overseen by the Athletic Compliance Director. The Athletics Compliance Office personnel are actively implementing these recommendations and some will already be in place by March 31, 2011.
Academic Integrity
Operating Principle 2.1
Academic Standards

Question 1:
List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
- The original "condition" imposed;
- The action(s) taken by the institution;
- The date(s) of the action(s); and
- An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

Not Applicable

Question 2:
List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:
- The original goal(s);
- The step(s) taken by the institution to achieve the goal(s);
- The date(s) the step(s) was completed; and
- An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

Not Applicable

Question 3:
Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution’s involvement in the APP Data Review process, if applicable. For each additional plan, provide:
- The additional goal(s);
- The step(s) taken by the institution to achieve the goal(s); and
- The date(s) the step(s) was completed.

No additional plans for improvement or recommendations have been developed since the Cycle 2 certification process.

Question 4:
Describe the process by which student-athletes are admitted to the institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.
Operating Principle 2.1

Academic Standards

The Office of Undergraduate Admissions (OUA) is the university office responsible for making admissions decisions. The process for reviewing and making admissions decisions about potential recruited student-athletes (Grant-In-Aid or GIAs) is ongoing, beginning in the summer prior to the GIA’s senior year in high school and continuing through the summer after the senior year in high school. At various points during that time, Pre-Applications for potential GIAs are delivered from the Athletics Compliance Office to the Athletics Liaison in the OUA for review.

The Pre-Application consists of a triplicate copy of the Pre-Application form, the student’s high school transcript through junior year (and including a list of senior courses), a copy of SAT or ACT scores, Part 1 of the Vanderbilt University Application for Admission, and a document showing core high school classes/grades, high school name, class rank (if applicable), and test scores from either the ACT, SAT, or both. This final document is referred to as the “bluesheet.”

Upon receipt of the Pre-Application, the Athletics Liaison in the OUA reviews the credentials of the applicant and determines if they will “recommend” or “not recommend” the student for admission. In the event a Pre-Application is “not recommended,” the compliance office is notified and follow-up takes place (if the coach or athletics department wishes to appeal the decision—see below). Pre-Applications that are “recommended” are sent to the undergraduate school/college to which the student is applying for review by the designated Academic Dean. Again, a determination is made as to whether to “recommend” or “not recommend” the student, and the Pre-Application is returned to the Athletics Liaison in the OUA.

Pre-Applications returned from the Academic Dean are given a final decision of either “approved” or “not approved” by the Athletics Liaison within the OUA. If there are differing recommendations between the OUA and the Academic Dean, the OUA makes the final determination. The yellow copy of the Pre-Application that is signed with a final “approved” or “not approved” is forwarded to the compliance office. Only after receipt of the yellow form is the GIA cleared to sign scholarship papers and/or the National Letter of Intent forms.

In the event that athletics wishes to appeal the decision on the Pre-Application, the coach will work with compliance and the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University. If it is determined that an appeal is appropriate, the Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University will meet with the Vice Provost for Enrollment and Dean of Admissions to review and discuss the Pre-Application materials. At the end of the meeting, the Vice Provost for Enrollment and Dean of Admissions will make a final decision regarding the appeal.

All applicants to Vanderbilt University are reviewed holistically, and this includes GIAs. Vanderbilt University has no minimum test score or GPA requirements for admission; the same holds true for GIAs. We do admit students into specific undergraduate schools, and, in order to ensure student success, careful attention is paid to make sure the applicant is a good fit for that school.

There are three main differences between the process of admitting GIAs and the process for admitting the general student population. The first difference involves admission decision deadlines; while there are three possible decision dates when the general student can be admitted (Early Decision I, Early Decision II, or Regular Decision), decisions for GIAs are made throughout the academic year. The second difference is the Pre-Application process (described above); there is no Pre-Application process for the general student population. Finally, the third difference involves the application materials themselves. Ultimately, GIAs must provide the same application information as all other applicants, but the initial Pre-Application approval is made based on the Pre-Application materials outlined above.
Question 5:

Describe the process by which students who do not meet the institution’s standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution’s published entrance requirements.

Vanderbilt has no standard or normal entrance requirements. Any prospective student, whether regular student or student-athlete, denied admission through routine admission channels can have a secondary review by the Vice Provost for Enrollment and Dean of Admissions, who has final authority in all admission decisions.

Question 6:

Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

See Academic Integrity Charts. Because Vanderbilt University has no automatic admit entrance requirements, all student-athletes receiving athletics aid go through the aforementioned review process. The general student population is admitted in the same fashion involving the OUA staff and the Vice Provost for Enrollment and Dean of Admissions.

Question 7:

(A) Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

(B) If any of the institution’s sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

(A) See Academic Integrity Charts For the four entering years of 2006-2009, gender comparisons show the Vanderbilt University male freshmen had an average SAT score of: 1378 in 2006, 1394 in 2007, 1412 in 2008, and 1430 in 2009. Male freshmen student-athletes had an average SAT score of: 1102 in 2006, 1064 in 2007, 1062 in 2008, and 1038 in 2009. The freshmen male student-athletes had average SAT scores ranging from 276 to 392 points below their peers for the four years studied. Female freshmen entering Vanderbilt University for the same four years had an average SAT score of: 1346 in 2006, 1350 in 2007, 1380 in 2008, and 1391 in 2009. Female student-athletes had an average SAT score of: 1156 in 2006, 1241 in 2007, 1181 in 2008, and 1180 in 2009. The freshmen female student-athletes had average SAT scores ranging from 190 to 211 points below their peers for the four years studied. The holistic admission review process by the OUA allows Vanderbilt University to be comfortable with these testing differences given the unique attributes each student brings to campus, and ultimately the high graduation and retention rates of our student-athletes.

Ethnic comparisons between the general student population and the student-athlete population are not possible for the following groups due to small sample sizes (n of 3 or less for the student-athlete
Operating Principle 2.1
Academic Standards


In summary, the student-athlete population had on average lower standardized test scores than did the corresponding general student population. Again, the holistic admission review process by the OUA allows Vanderbilt University to be comfortable with these testing differences, given the unique attributes each student brings to campus and given the 80% graduation rate and 975 retention rate of our student-athletes.

The data presented for each sport is included in the Appendix and accurately represents the differences in test scores reported for the entering years 2006-2009. Although there are differences in average standardized test scores between the entire student population and the student-athlete population by gender, ethnicity, and sport, these differences are acceptable by Vanderbilt University standards and are consistent with Vanderbilt University’s assessment of their ability to graduate from Vanderbilt University.

(B) See the Academic Support Services Evaluation in Appendix.

(B) Vanderbilt did have student-athletes certified through the pilot early academic certification program, but their inclusion does not have a significant effect on the data above.

Question 8:

Describe the institution’s specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

The Stratton Foster Center for Academic Support provides academic support for Vanderbilt University’s student-athletes. Recently the Center revamped its tutoring program, raising the level of tutoring offered and enabling the department to provide support on a more individual basis; this evolution of the department improved the academic support for student-athletes. In addition, the Center works to ensure that all students involved with athletics are well prepared to handle the rigors of academic life at Vanderbilt. The Stratton Foster Academic Center support programs are outlined below.

Orientation

For all incoming student-athletes, the Academic Support office conducts an orientation which introduces student-athletes to available resources. Incoming student-athletes attending summer school are required to attend several workshops scheduled by the Department of Student Athletics; these workshops are also designed to give an overview of available resources. Incoming student-athletes attend informational sessions on the Writing Studio; the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD); Study Skills and Time Management Skills; the Honor Code and plagiarism; the Career Center; and the University Libraries. They are also evaluated by the Psychological and Counseling Center (PCC)—a service available to all students—regarding any potential underlying learning disabilities or psychological needs.
Identifying At-Risk Students

Every incoming freshman student that has a projected grade point average of below 2.5 is considered to be at risk. All student-athletes deemed at-risk must attend summer school prior to the beginning of their first fall semester. During the summer before the start of their freshman year, students are required to take six credit hours designed to help them get a head start on their college requirements. ENGL 100 is often of great benefit to these incoming freshmen because it focuses on improving overall writing skills. Students meet with their Faculty Advisors and/or Dean to determine the best classes to take and are encouraged to take other classes that count towards core requirements. These six hours of summer school also enable the incoming at-risk student-athletes to adjust to the academic demands of college without the stress of being full-time students participating in a sport; moreover, it allows them to become comfortable with the Vanderbilt campus and environment. Student-athletes must achieve a grade of C or higher in summer school coursework in order to be able to compete athletically in the fall.

Weekly Meetings

Every student-athlete is evaluated on an individual basis; this means that the services provided by The Stratton Foster Academic Support Center are designed specifically to benefit the student-athlete’s particular needs. Staff meet with all freshman and at-risk student-athletes on a weekly basis (or more often, as deemed necessary) to gauge where these students are in their academic progress, and to address potential red flags. Academic Support Center staff require student-athletes to bring all course syllabi to meetings so that staff members can review all assignments required over the course of a semester. If a student appears to be struggling in a class, every attempt is made to identify that as soon as possible and then assist the student-athlete in getting over those hurdles.

Study Hall/Time Management

All incoming freshmen and at-risk students are required complete to do a certain amount of study hall hours per week in the Stratton Foster Academic Support Center facility. The number of hours varies by sport and year in school, but the purpose for this process is to monitor the study habits of student-athletes and also to provide a safe and user-friendly study environment. The transition from high school to college can be a daunting task, and often incoming freshmen students have a difficult time adjusting. The Center helps student-athletes with time-management skills which, in turn, allow students to complete work more efficiently and better balance daily demands.

Tutoring

The tutoring department hires tutors to aid student-athletes. Beginning in the summer of 2011, the Stratton Foster Academic Support Center will require all at-risk student-athletes in summer school to receive tutoring in both their summer classes. Please refer to the tutoring section for more current details about the tutoring program.

Travel Support Services

At the beginning of each semester, The Stratton Foster Academic Support Center notifies all faculty members of students-athletes about athletics travel dates. In the event that a student-athlete has an exam conflict due to travel schedules, the Center is prepared to proctor exams on the road.

Electronic Check-Out Services
Operating Principle 2.1
Academic Standards

Academic Support provides student-athletes with laptops, calculators, and other electronic devices that they may need for their classes, through an in-house check-out system. Laptops are generally used for travel purposes and the other electronic devices may be checked out for an entire semester if needed.

Academic Support Requirements

The following Academic Support services are currently implemented for incoming student-athletes deemed to be at-risk:

- Meeting with Faculty Advisor before the start of the semester.
- Meeting at least once a week with Academic Counselor in Student Athletics.
- Reviewing all syllabi with academic counselor, and creating detailed week-by-week plans.
- Planning for meeting all deadlines and requirements for each course.
- Attending all classes. The Department of Student Athletics has an enforced class attendance policy, and classes are monitored frequently.
- Attending weekly individual tutoring sessions.
- Attending all review sessions provided by professors before tests and exams.
- Meeting with writing tutors and/or the Writing Studio throughout the semester.
- Attending mandatory study hall sessions for a minimum of 8 hours per week during the freshman year.

Overview

Academic Counselors in Student Athletics work closely with the Associate Directors of Athletics for each sport in order to give and receive feedback on what works in helping students-athletes. Under the guidance of Vice Chancellor David Williams, The Stratton Foster Center for Academic Support makes every effort to see that student-athletes succeed. In addition, the coaching staffs are very involved in the academic success of their student-athletes. They have been supportive and have provided assistance in terms of role-modeling, discipline, and advocacy.

The Academic Support staff is prepared to support all student-athletes deemed at-risk for the duration of their academic experience at Vanderbilt. The Stratton Foster Center is committed to preparing student-athletes for the rigors of college life beginning in the summer before their freshman year and continuing through to graduation. The ultimate goal for Academic Support of Vanderbilt University Student Athletics is to achieve a 100% graduation rate and to see that all student-athletes succeed both in the classroom and in their lives after Vanderbilt. Based on the quality of the support services provided, the dedication of staff as a whole, and the support and services offered by Vanderbilt University, any student-athlete who makes a decision to attend Vanderbilt can and will be a contributing member to the University’s academic community.

Question 9:

For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution’s general student academic profile or for an alternate group defined by a different benchmark...
Operating Principle 2.1
Academic Standards

(e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

2006-2007 Academic Year
- We had 64 of 227 student-athletes considered at-risk (PGPA < 2.3)
- 57 of 64 (89%) achieved their PGPA
- 63/64 (98%) achieved eligibility
- 12 graduated
- 3 transferred
- 2 were dismissed from team
- 5 achieved SEC Academic Honor Roll
Projected GPA: 1.975; Average Achieved GPA: 2.423

2007-08 Academic Year:
- We had 71 of 231 student-athletes considered at-risk (PGPA < 2.4)
- 68 of 71 (95.8%) achieved their PGPA
- 71 of 71 (100%) achieve eligibility
- 16 graduated
- 2 transferred
- 2 left school early to turn pro (1 baseball, 1 football)
- 1 was permanently dismissed from the team
- 1 graduated with a Master's Degree in International Education and Policy Management
Projected GPA: 2.049; Average Achieved GPA: 2.593

2008-09 Academic Year:
- We had 68 of 242 student-athletes considered at-risk (PGPA < 2.4)
- 63 of 68 (92.6%) achieved their PGPA
- 66 of 68 (97.1%) achieved eligibility
- 18 graduated
- 6 transferred
- 4 left school early to turn pro (2 baseball, 2 football)
- 1 was permanently dismissed from the team
- 2 were dismissed for one year from the University for conduct issues
- 16 achieved SEC Academic Honor Roll
- 1 achieved Dean's List
Projected GPA: 2.041; Average Achieved GPA: 2.617

2009-10 Academic Year:
- We had 75 of 241 student-athletes considered at-risk (PGPA < 2.5)
- 63/75 (84%) achieved their PGPA
- 74/75 (98.66%) achieved eligibility
- 16 graduated
- 5 transferred
- 1 expelled due to Honor Council violation
- 2 dismissed by VU for conduct issues
- 15 achieved SEC Academic Honor Roll
- 5 achieved Dean's List
Projected GPA: 2.138; Average Achieved GPA: 2.566
Question 10:

(A) Describe your institution’s written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify initial eligibility for student-athletes.

Step one – Beginning in July, the Office of Compliance enters all new student-athletes into the DragonFly system.

Step two – The Office of Compliance and the Office of the University Registrar download copies of the NCAA Eligibility Center certification status reports for all incoming student-athletes.

Step three – The Office of Compliance enters the ACT/SAT scores and the Core GPA into the squad list system from the status reports.

Step four – The University Registrar’s Office verifies that it has the final high school transcript(s) for all high schools attended and date of graduation for each new student-athlete. The University Registrar’s Office marks in DragonFly the eligibility status of those first time student-athletes whose files they have reviewed, and for whom the NCAA Eligibility Center has awarded Division I final “eligible” certifications. The eligibility of students for whom one or more “red flags” have been identified cannot be determined until all irregularities have been resolved.

Documentation of the receipt of final high school transcripts (with proof of graduation) is the responsibility of the Office of Undergraduate Admissions. This is noted on the Admissions Tracking spreadsheet.

Freshmen student-athletes (athletics aid recipients only) who have not been certified as academic qualifiers by the NCAA Eligibility Center prior to the first day of classes, must obtain clearance from the Faculty Athletics Representative (FAR) to attend classes. Additionally, these student-athletes will not receive athletics aid until their qualifier status is confirmed. It is the responsibility of the Compliance Office to ensure that athletics aid is not applied for academic non-qualifiers. This protocol has been implemented to ensure NCAA regulations are followed with regard to non-qualifiers and receipt of aid. Additionally, the institution does not generally admit “non-qualifiers.”

Any freshmen student-athlete who has a lapse in time between high school graduation and enrollment at Vanderbilt University must verify that he or she was not enrolled in another postsecondary institution or engaged in any activity that would possibly jeopardize his or her amateur status. Such verification may be provided one of two ways:

1. If the student’s official admissions materials confirm the student-athlete’s enrollment at a preparatory school, this information can be used for verification. Both the Compliance Office and the University Registrar’s Office have access to this information from the Office of Undergraduate Admissions.
2. Those student-athletes who were not enrolled in a preparatory school must submit to the Compliance Office a written explanation of activities during the time frame in question. The Compliance Office will forward this information to the University Registrar’s Office

The NCAA Eligibility Center’s Amateurism Clearinghouse, as well as information solicited from the Compliance Office during the initial eligibility process, is used to determine amateur status. The OUA also forwards copies of all admission files for new student-athletes to the University Registrar’s Office prior to the Fall semester.
Operating Principle 2.1
Academic Standards

(B) Provide the names and titles of individuals inside and/or outside of athletics who are involved with the certification of initial eligibility.

Office of Undergraduate Admissions

Senior Assistant Director of Undergraduate Admissions  
Athletics Liaison in the OUA  
Jason McGrath

Admissions Counselor  
Athletics Liaison in the OUA  
Ricky Thrash

Department of Student Athletics

Vice Chancellor for University Affairs and Athletics,  
General Counsel & Secretary of the University  
David Williams*

Associate Director of Student Athletics and SWA  
Candice Lee*

Compliance Coordinator  
George Midgett

Compliance Coordinator  
John Peach

Director of Academic Support  
Elizabeth Wright

Office of the Provost and Vice Chancellor for Academic Affairs

Provost and Vice Chancellor for Academic Affairs and  
Faculty Athletics Representative  
Richard McCarty*

Office of Student Financial Aid and Undergraduate Scholarships

Director, Student Financial Aid and Undergraduate Scholarships  
David Mohning*

Associate Director, Student Financial Aid and  
Undergraduate Scholarships  
Clyde Walker

Assistant Director, Student Financial Aid and  
Undergraduate Scholarships  
Melissa Smith

Office of the University Registrar

University Registrar  
Cheng H. Khoo*

Associate University Registrar  
Lydia Norfleet*

Assistant University Registrar  
Lynn Cutright

*Officials with squad list signature authority

(C) In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.
Operating Principle 2.1
Academic Standards

Vanderbilt University’s procedures for eligibility certification are in writing and approved by the Chancellor pursuant to NCAA bylaw 3.2.4.3. Individuals involved in the process are identified and their responsibilities clearly defined. Bylaw 3.2.4.3 Certification of Eligibility/Declaration of Ineligibility reads as follows: “An active member is responsible for certifying the eligibility of student-athletes under the terms of the constitution, bylaws or other legislation of the Association, before permitting a student-athlete to represent the institution in intercollegiate competition.”

The final authority for the initial certification and continuing academic eligibility for all student-athletes is vested in the University’s Faculty Athletics Representative, currently the Provost and Vice Chancellor of Academic Affairs, Richard McCarty. The Faculty Athletics Representative delegates academic eligibility decisions, including those for student-athletes who transfer to Vanderbilt, to the University Registrar, who has been designated the coordinator of academic certification. Although the final determination of academic eligibility lies with the University Registrar, as a double check of student-athletes’ academic eligibility, the Director of Compliance (Athletics) and Director of Academic Support work closely with the Office of the University Registrar to review the eligibility of all student-athletes. Although information flows freely throughout the year between these two offices, formal meetings also occur on a regular basis.

The final authority for all other NCAA and SEC compliance requirements is vested in the Chancellor and delegated to the Department of Student Athletics’ Compliance Office and the University’s Office of the General Counsel.

It is the responsibility of the Director of Academic Support to monitor and support the on-going academic progress of student-athletes at the institution and to serve as a liaison between athletics and the faculty.

Question 11:

(A) Describe your institution’s written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify transfer eligibility for student-athletes.

Step one – The Office of Compliance requests a copy of the Transfer Release Form completed by each institution attended.

Step two – The Office of Compliance requests from the NCAA Eligibility Center a copy of the student’s initial eligibility status report.

Step three – The Office of Compliance forwards the Transfer Release Form(s) and initial eligibility status reports to the University Registrar’s Office. The Office of Undergraduate Admissions also forwards copies of all official transcripts from all post-secondary institutions attended (to include grades for the last term attended and any degree notations). As with all students transferring to Vanderbilt, coursework from the student-athlete’s prior institution(s) is reviewed and credit is awarded by the appropriate academic dean’s office and academic departments.

Step four - Upon verifying the student’s initial eligibility status, the University Registrar’s Office certifies the student’s continuing eligibility. The eligibility of transfer student-athletes whose paperwork is complete and in the University Registrar’s Office by August 1 is marked in the DragonFly system by August 15.

The “Academic Requirements for Transfer Students—Division I” flowcharts from the NCAA Guide to Eligibility, along with the requirements outlined in the NCAA Manual, are used for determining the eligibility of two-year, four-year and four-two-four transfer student-athletes.
Operating Principle 2.1
Academic Standards

(B) Provide the names and titles of individuals inside and/or outside of athletics who are involved with the certification of transfer eligibility.

Office of Undergraduate Admissions
Senior Assistant Director of Undergraduate Admissions
Athletics Liaison in the OUA
Admissions Counselor
Athletics Liaison in the OUA

Department of Student Athletics
Vice Chancellor for University Affairs and Athletics,
General Counsel & Secretary of the University
Associate Director of Student Athletics and SWA
Compliance Coordinator
Compliance Coordinator
Director of Academic Support

Office of the Provost and Vice Chancellor for Academic Affairs
Provost and Vice Chancellor for Academic Affairs and
Faculty Athletics Representative

Office of Student Financial Aid and Undergraduate Scholarships
Director, Student Financial Aid and Undergraduate Scholarships
Associate Director, Student Financial Aid and
Undergraduate Scholarships
Assistant Director, Student Financial Aid and
Undergraduate Scholarships

Office of the University Registrar
University Registrar
Associate University Registrar
Assistant University Registrar

*Officials with squad list signature authority

(C) In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes’ transfer eligibility.
**Operating Principle 2.1**

**Academic Standards**

Vanderbilt University's procedures for eligibility certification are in writing and approved by the Chancellor pursuant to NCAA bylaw 3.2.4.3. Individuals involved in the process are identified and their responsibilities clearly defined. Bylaw 3.2.4.3 Certification of Eligibility/Declaration of Ineligibility reads as follows: “An active member is responsible for certifying the eligibility of student-athletes under the terms of the constitution, bylaws or other legislation of the Association, before permitting a student-athlete to represent the institution in intercollegiate competition.”

The final authority for the initial certification and continuing academic eligibility for all student-athletes is vested in the University’s Faculty Athletics Representative. The Faculty Athletics Representative delegates academic eligibility decisions, including those for student-athletes who transfer to Vanderbilt, to the University Registrar, who has been designated the coordinator of academic certification. Although the final determination of academic eligibility lies with the University Registrar, as a double check of student-athletes’ academic eligibility, the Director of Compliance (Athletics) and Director of Academic Support work closely with the Office of the University Registrar to review the eligibility of all student-athletes. Although information flows freely throughout the year between these two offices, formal meetings also occur on a regular basis.

The final authority for all other NCAA and SEC compliance requirements is vested in the Chancellor and delegated to the Department of Student Athletics’ Compliance Office and the University’s Office of the General Counsel.

It is the responsibility of the Director of Academic Support to monitor and support the ongoing academic progress of student-athletes at the institution and to serve as a liaison between athletics and the faculty.

**Question 12:**

(A) Describe your institution’s written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify continuing eligibility for student-athletes.

Step one – The Office of Compliance updates information regarding all returning student-athletes in the NCAA DragonFly squad management system on or around July 1.

Step two – Upon conclusion of the fall semester:

- a. The University Registrar’s Office in conjunction with the Director of Compliance and the Director of Academic Support reviews all student-athletes’ records to determine if they passed the minimum number of hours in the immediate past term (generally six) and meet the applicable GPA requirement. Any student-athlete who fails to meet any applicable mid-year benchmarks will be deemed ineligible as soon as the change in eligibility status is known, but no later than the date of the mid-year review (approximately January 4th).

- b. If there is a change on a squad list, the Compliance Office processes and sends a new squad list to the SEC. Coaches are also notified of any changes.

- c. The Director of Academic Support, along with the Academic Counselors, reviews the status of continuing student-athletes. Any student-athlete whose performance deems him or her academically at-risk is flagged and monitored by his or her Academic Counselor throughout the spring semester.

Step three – Upon conclusion of the spring semester/summer term:
Operating Principle 2.1
Academic Standards

a. The Director of Compliance and Director of Academic Support meet and review the satisfactory progress of each student-athlete pursuant to Vanderbilt progress rules and NCAA and SEC rules and regulations surrounding satisfactory progress. Student-athletes that do not meet satisfactory progress are flagged and may be required to attend summer classes. Upon completion of each summer term, the Academic Counselors review and disseminate information concerning the progress of these student-athletes.

b. The University Registrar’s Office completes an independent review within two weeks of commencement in the spring and as soon as grades are available at the end of the last summer term. The results are shared with the Director of Compliance and the Director of Academic Support.

Step four – Beginning August 15, based on grades and other materials available at that time and pursuant with NCAA guidelines for continuing eligibility, the University Registrar’s Office begins entering either the eligibility confirmation date or a “hold” for returning student-athletes into the NCAA DragonFly system.

(B) Provide the names and titles of individuals inside and/or outside of athletics who are involved with the certification of continuing eligibility.

Office of Undergraduate Admissions

Senior Assistant Director of Undergraduate Admissions
Athletics Liaison in the OUA

Jason McGrath

Admissions Counselor
Athletics Liaison in the OUA

Ricky Thrash

Department of Student Athletics

Vice Chancellor for University Affairs and Athletics,
General Counsel & Secretary of the University

David Williams*

Associate Director of Student Athletics and SWA

Candice Lee*

Compliance Coordinator

George Midgett

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John Peach

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Richard McCarty*

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Director, Student Financial Aid and Undergraduate Scholarships

David Mohning*

Associate Director, Student Financial Aid and
Undergraduate Scholarships

Clyde Walker

Assistant Director, Student Financial Aid and

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(C) In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes’ continuing eligibility.

Vanderbilt University's procedures for eligibility certification are in writing and approved by the Chancellor pursuant to NCAA bylaw 3.2.4.3. Individuals involved in the process are identified and their responsibilities clearly defined. Bylaw 3.2.4.3 Certification of Eligibility/Declaration of Ineligibility reads as follows: “An active member is responsible for certifying the eligibility of student-athletes under the terms of the constitution, bylaws or other legislation of the Association, before permitting a student-athlete to represent the institution in intercollegiate competition.”

The final authority for the initial certification and continuing academic eligibility for all student-athletes is vested in the University's Faculty Athletics Representative. The Faculty Athletics Representative delegates academic eligibility decisions, including those for student-athletes who transfer to Vanderbilt, to the University Registrar who has been designated the coordinator of academic certification. Although the final determination of academic eligibility lies with the University Registrar, as a double check of student-athletes academic eligibility, the Director of Compliance (Athletics) and Director of Academic Support work closely with the Office of the University Registrar to review the eligibility of all student-athletes. Although information flows freely throughout the year between these two offices, formal meetings also occur on a regular basis.

The final authority for all other NCAA and SEC compliance requirements is vested in the Chancellor and delegated to the Department of Student Athletics’ Compliance Office and the University's Office of the General Counsel.

It is the responsibility of the Director of Academic Support to monitor and support the on-going academic progress of student-athletes at the institution and to serve as a liaison between athletics and the faculty.

Question 13:

Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate.

The FGR for all students is 89% while that for SA’s is 80%. To investigate this discrepancy, we investigated the FGR for the 58 student-athletes that comprise the cohort that matriculated in 2002, the 66 student-athletes that comprise the cohort that matriculated in 2003, and the 67 student-athletes that comprise the cohort that matriculated in 2004. These cohorts appear representative of all cohorts that have matriculated in recent years.
Operating Principle 2.1
Academic Standards

Of these 191 student-athletes, 142 graduated within six years. Of the remaining 49, two (2) baseball players and one (1) woman golfer left to become professional athletes while they were in good academic standing. One of the baseball players exhausted his eligibility without graduating. He has now returned to Vanderbilt and is taking classes that will allow him to finish his degree. Of the remaining 46, 22 left in good standing and transferred to another school. Of the remaining 24, one (1) died, 18 were in good academic standing but did not return, six of whom were men’s soccer players who left when their sport was discontinued. Only five (5) left not being in good standing. Given that out of these 191 student-athletes only one (1) exhausted eligibility without graduating and only five (5) left while not in good standing, we do not believe we need to develop a plan to address this discrepancy.

Question 14:

Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

The sub-groups that have differences that need to be explained are: men’s basketball (black, white, and team), men’s baseball (white and team), men’s football (white and team), and men’s “other (NR alien),” women’s basketball (black, white, and team), women’s cross-country/track (white and team), and women’s golf(team). Again, we investigated the FGR using the student-athletes that comprised the cohorts that matriculated in 2002, 2003, and 2004.

For Men’s Basketball, these cohorts had six (6) black, four (4) white, and one “other” student-athletes. Of these 11, nine (9) graduated. Of the remaining two (2), one black student-athlete transferred while in good standing and one “unknown” student-athlete left in Spring 2003 after failing to achieve class standing, and eventually transferred. Given the small size of this cohort and the explanation provided for the two students who failed to graduate, we, we see no reason to develop a plan to address this discrepancy.

For men’s baseball, the cohorts had 19 white student-athletes, of whom 16 graduated and two turned professional. One other student transferred while in good standing and another left in good standing but did not return after Spring 2005. Given these explanations and the small size of the cohort, we see no reason to develop a plan to address this discrepancy.

For men’s football, the cohorts had 30 white, 31 black, one NA, and one “unknown” student-athletes. Of these, 13 whites did not graduate, one “unknown” did not graduate, and 9 blacks did not graduate. Of the 13 whites that did not graduate, five transferred while in good standing, two did not return but were in good standing, and only one left not in good standing. The “other” that did not graduate transferred while in good standing. Of the 9 black students that did not graduate from Vanderbilt, one tragically died in an off-campus incident, 2 transferred while in good standing, 4 did not return but were in good standing, and only 2 left not in good standing.

Given these explanations and the small size of the cohort, we see no reason to develop a plan to address this discrepancy.

In regards to men’s “other” sports, the only sub-group needing an explanation is NR Alien, a category for which the number of people is so small (probably only two) as to make no explanation necessary.

For women’s basketball, the 2002 cohort had two (2) members (black), both of whom graduated within six years. The 2003 cohort had 3 black and four white members. All three black student-athletes graduated, and two white student-athletes graduated and two transferred while in good standing. The 2004 cohort had one (1) member, who did not return but left in good academic standing. Thus, there appears to be no systemic reason for the slightly lower FGR’s for women’s basketball, and it is not unusual given the small size of the cohort. That is, if approximately one (1) student-athlete per recruiting class transfers or leaves for some reason, this would yield approximately the FGR’s that are reported. Hence, we see no reason to develop a plan to address this discrepancy.

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For women’s cross-country, three of the 13 (white) members of the cohorts left in good standing, while the others graduated within six years. Given these explanations and the small size of the cohort, we see no reason to develop a plan to address this discrepancy.

For the women’s golf team, the cohorts had 8 members, 6 of whom graduated within six years, one of whom transferred in good standing, and one of whom left to become a professional golfer. The student who left to turn pro has now returned and is working toward completing her degree. Given these explanations and the small size of the cohort, we see no reason to develop a plan to address this discrepancy.

**Question 15:**

Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

The APR’s at Vanderbilt University are all above 925. Thus, we do not need to develop a plan.

*If there is a difference that cannot be adequately explained between a sports team’s projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.*

**Question 16:**

Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

The teams which had lower average GSR’s than the student-athlete average of 80% (79% males and 82% females) were: men’s baseball (71%), men’s basketball (63%), men’s football (78%), men’s tennis (71%), women’s basketball (77%), cross-country (67%), and golf (71%). Again using the 2002 cohort, we see that these differences are all explained in the answer to question 14 and by the fact that, for the cohort sizes, these are relatively small differences. Thus, we see no reason to develop a plan to address this discrepancy.

*If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.*

N/A

*If the data in the charts on Page No. 44 include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) impacts the analysis of the data.*

N/A

**Question 17:**

Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).
Operating Principle 2.1
Academic Standards

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

The “all student-athlete” rate is 975. The male all student-athlete rate is 969, and the female all student-athlete rate is 982. We used data from 2005-2006 through 2009-2010.

The categories to explain are:

Men’s baseball (black (900): over the 2005-2009 period, this is explained by the one black SA transferred while in good academic standing and the small size of the cohort.

Men’s baseball, white  (968): this is explained by three SA’s becoming professionals and one transferring and the small size of the cohort.

Men’s baseball NR alien (750): This is explained by one transfer and the small size of the cohort.

Men’s baseball team (962): This is explained by the average of the above categories.

Men’s basketball black (968): This is explained by one transfer and the small size of the cohort.

Men’s basketball white (950): This is explained by one transfer and the small size of the cohort.

Men’s basketball unknown (875): This is explained by one transfer and the small size of the cohort. Men’s basketball team (960): This is explained by the average of the above three categories.

Men’s football, black (951); this is explained by two SA’s becoming a professional, three transfers while in academic good standing, one expulsion for academic reasons, and one academic suspension which was followed by a transfer.

Men’s football, team (966): this is explained by the average of the above categories and the five white transfers.

Men’s soccer, white (944): This sport was discontinued in 2006, which contributed to the transfer of four white SA’s.

All male SA’s, black (953): This is explained in part by the above individual sport explanations, and in part by the transfer of one black baseball player and by one black baseball player turning professional.

Men NR aliens (944): This is a small category, and one SA in this category withdrew to turn professional.

Women’s Cross-country, white (962): This is explained by two transfers and the small cohort size.

All SA’s, NR alien (944): Again, this is a small category, and one SA in this category withdrew to turn professional.

Given these explanations, and especially given that only two SA’s left the university while not in good academic standing, we see no reason to provide a plan for improvement.

Question 18:
Operating Principle 2.1
Academic Standards

Describe the department of athletics written policies and procedures related to scheduling competitions and practices to minimize student-athletes’ conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

Philosophy and Guidelines

Vanderbilt University’s Department of Student Athletics is committed to the academic experience of its student-athletes. As an example, although the institution does not maintain a class attendance policy, the athletics department maintains one for its student-athletes. Additionally, every effort is made to minimize missed class time with regard to scheduling contests (specifically non-conference contests).

In general, student-athletes are not permitted to miss class for practice. The only exception is made when practices occur in conjunction with an away-from-home (including postseason) contest. However, this exception is not regularly utilized and when it is applied, the student-athletes are required to attend as many classes as possible prior to practice. Coaches wishing to utilize this exception must consult with their Associate Director.

The Academic Counselors notify each professor via letter of any classes that student-athletes will miss due to travel. Travel plans may be adjusted in response to significant concerns about missed class time. Additionally, alternate plans can be made for student-athletes with specific academic demands that must be addressed in spite of the traditional travel arrangements. If it is necessary to administer an exam while traveling for an away-from-home contest, an academic counselor or Associate Director traveling with the team will proctor the exam with the authorization of the faculty member.

Competition during Finals

Per SEC regulations, Vanderbilt cannot schedule competition during final exam periods. This rule is not applicable to competition scheduled by the conference office or NCAA Championships. For teams that are not members of the SEC, note that SEC regulations still apply.

Vanderbilt considers Reading Day as part of the final exam period, thus no competition or competition-related activity (i.e. traveling home from competition) should occur. It is acceptable for competition to occur on the final day of the exam period, once all exams have concluded. Travel for away-from-home competition can occur on the final day of the exam period, once all student-athletes on the team have completed their exams.

In extenuating circumstances, a team may request an appeal to the general rule. In order for an appeal to be considered, the Head Coach must present the information to his or her Associate Director. The formal appeal will be made to the University Athletics Advisory Committee, and must also be approved by the SEC Office.

Monitoring

All schedules are reviewed and approved by each Associate Director. Also, as stipulated by NCAA bylaw 3.2.4.14, the men’s basketball schedule (including anticipated missed class time) is approved each semester by the Faculty Athletics Representative.

The Director of Academic Support and the Associate Directors routinely discuss any concerns relative to missed class time and scheduling. The Faculty Athletics Representative and/or University Athletics Advisory Committee may also review such trends and recommend changes. This information may also be reviewed during any external academic evaluations.
Question 19:

Describe the institution’s written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

Each College has its own missed-class policy to which all student-athletes are held accountable. In addition to these policies, the Department of Student Athletics expects attendance at every class session when not excused for athletic competition or travel.

**College of Arts and Science**

Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute to the academic performance of all students by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences in each of their classes, and thereafter they report to the Office of the Dean of the College of Arts and Science the name of any student whose achievement in a course is being adversely affected by excessive absences. In such cases the dean, in consultation with the instructor, takes appropriate action, which may include dropping the student from the class; students dropped after the deadline for withdrawal (see Period for Withdrawal) receive the grade F. Class attendance may be specified as a factor in determining the final grade in a course, and it cannot fail to influence the grade even when it is not considered explicitly. The last day before and the first day after official holidays are considered to be the same as any other day on which classes are scheduled. Assignments are made for classes scheduled on these days, and tests may be administered. Students should take this fact into account when making travel plans.

The faculty of the College of Arts and Science recognizes that occasions arise during the academic year that merit the excused absence of a student from a scheduled class or laboratory during which an examination, quiz, or other graded exercise is given. Examples include participation in sponsored university activities (e.g., debate team, varsity sports), observance of officially designated religious holidays, serious personal problems (e.g., serious illness, death of a member of the student’s family), and matters relating to the student’s academic training (e.g., graduate or professional school interviews). While determination of the merit of a case is left primarily to the discretion of the individual instructor, conflicts arising from personal travel plans or social obligations do not qualify as excused absences. The primary determination of whether a student’s absence from class occurs for a reason that warrants rescheduling a graded exercise for that student is left to the judgment of the individual instructor. A standard of reasonableness should apply in making such judgments. Except in cases of true emergency, student petitions for making up missed graded exercises must be made prior to the missed class, preferably at the beginning of the semester—or at the earliest time thereafter—when the need to be absent is known to the student. Faculty members retain discretion in the form and timing of makeup exercises or in devising other strategies for accommodating students.

The faculty of the College of Arts and Science authorizes the Office of the Dean to resolve through arbitration any cases that cannot be directly resolved between students and their instructors.

**Blair School of Music**

Students are expected to attend all sessions of each class in which they are enrolled. Attendance is usually a factor in determining the final grade in a course. A student who fails to abide by the attendance policy set by the course instructor is subject to removal from the course. The last day before and the first day after official holidays are considered to be the same as any other day on which classes are scheduled. Assignments are made for classes scheduled on these days, and tests may be administered. Students should take this fact into account when making travel plans.
School of Engineering

Students are expected to attend all scheduled meetings of each class in which they are enrolled. At the beginning of each semester, instructors will explain the policy regarding absences in each of their classes. Students having excessive absences will be reported to the Office of the Dean. If class attendance does not improve thereafter, the student may be dropped from the class with the grade $W$ (if passing) or the grade $F$ (if failing). Class attendance may be a factor in determining the final grade in a course.

Peabody College

Students are expected to attend all scheduled meetings of classes in which they are enrolled; they have an obligation to contribute to the academic performance of all students by full participation in the work of each class. At the beginning of the semester, instructors explain the policy regarding absences in each of their classes, and thereafter they report to the Office of the Dean the name of any student whose achievement in a course is being adversely affected by excessive absences. In such cases, the Dean, in consultation with the instructor, takes appropriate action, which may include dropping the student from the class; students dropped after the deadline for withdrawal receive the grade $F$. Class attendance may be specified as a factor in determining the final grade in a course, and it cannot fail to influence the grade even when it is not considered explicitly.

**VANDERBILT UNIVERSITY CLASS ATTENDANCE POLICY FOR STUDENT-ATHLETES**

Vanderbilt University’s Department of Student Athletics believes that class attendance is imperative for student-athletes to be academically successful. The Athletics Department acknowledges that each professor reserves the right to establish his or her own class attendance expectations, yet the Department assumes a responsibility to help ensure that our student-athletes have every opportunity to achieve their academic potential. The class attendance policy is designed to be corrective in nature and support the university’s overall academic mission.

Student-athletes are expected to attend all classes during the academic year as well as each summer session (for the duration of each class) unless they have an excused absence. Approved excused absences include representing the University for competition, illness, injury, or family emergency. For any excused absence, except competition, documentation must be provided to the academic counselor and professor in order for the absence to be considered excused. In case of illness, student-athletes must also notify their athletic trainer. In order for any other extenuating circumstances to be considered excused, student-athletes must present information to the Academic Counselor, professor, and Associate Director for approval; this information must be submitted prior to or the day of the absence.

If a student-athlete is withdrawing from a class, he or she is expected to attend class until the course has officially been dropped (i.e. all signatures obtained and paperwork formally submitted). Classes missed prior to formal withdrawal from the course will not be considered excused.

The class attendance policy is applicable to all student-athletes, regardless of classification, academic performance or grant-in-aid.

**Procedure and Sanctions**

After each unexcused absence the Academic Counselor for that sport sends a notification email, along with a copy of Vanderbilt University’s Attendance Policy for Student-Athletes, to the Head Coach, Director of Academic Support, Associate Director of Student Athletics, and the student-athlete.
Operating Principle 2.1
Academic Standards

The student-athlete must submit evidence of class attendance or an excusable absence to his or her academic counselor within 48 hours of the class miss incident in order to be considered for exemption.

Violations of the policy will result in the appropriate sanctions. The sanctions mandated by the Attendance Accountability Committee (Associate Directors and Director of Academic Support) include, but are not limited to, the following:

- Increased Study Hall Hours
- Practice Limitations
- Loss of Complimentary Admissions
- Financial Penalty Assessed to Student Account
- Loss of Summer School Privileges
- Suspension from Foreign Tour/Team Activities

Fall/Spring Semesters: If a student-athlete is found to have four unexcused absences in one class or eight unexcused absences in a semester – and/or if he or she receives an excessive absence midterm deficiency – he or she will be withheld from a minimum of 1 competition. Sanctions will be applied immediately. Each additional absence after reaching the threshold will result in further sanctions.

Summer School: If a student-athlete is found to have 2 or more unexcused absences in any summer school session, he or she will be withheld from a minimum of 1 competition. Sanctions will be applied to the first competition opportunity. Each additional absence after reaching the threshold will result in further sanctions.

- If a student-athlete receives an excessive absence deficiency (see Appeals section), he or she may be withheld from a minimum of 1 competition, depending on the circumstances.
- Any unexcused absence during summer school sessions may result in a financial penalty, and may result in loss of further summer school privileges.
- Student-athletes should note that coaches may also issue additional sanctions at their discretion.
- If the problems persist beyond this time period into subsequent semesters, these chronic issues could result in dismissal from the team and/or a recommendation for non-renewal of athletic aid.

Appeals

Upon notification and/or receipt of midterm deficiencies, the student-athlete will be given one calendar week to dispute any excessive absence deficiency. The Attendance Accountability Committee may opt to exempt the student-athlete from penalty if the professor withdraws the deficiency.

Appeals will not be considered for unexcused absences prior to the student-athlete officially withdrawing from a class.

Other appeal opportunities due to extenuating circumstances may be granted by the Vice Chancellor for University Affairs, General Counsel and Secretary of the University, at the discretion of the Committee.

Monitoring

Class attendance will be monitored in three ways:

By communication from the professor during the course of the semester.

By midterm reports sent out by professors denoting "excessive absences." (Professors have the discretion to determine the numbers of absences which they feel are "excessive.")
Class checks by Athletics Department staff (student-athlete considered absent if not present at the time when staff member checks class). Tardiness/early departure may be considered as an absence.

Reporting

At the end of each semester, the Attendance Accountability Committee will submit a report detailing excessive absences and sanctions to the Vice Chancellor for University Affairs, General Counsel and Secretary of the University, Faculty Athletics Representative, and University Athletics Committee.

Question 20:

Provide supporting data to analyze, explain and address missed class time for the last two years for each sports team.

CLASSES MISSED FOR COMPETITION

Below are the days of class missed due to team travel and competition for each of our individual teams for the past two years (2008-09 and 2009-10). Most student-athletes at Vanderbilt have classes between 8:10 a.m. and 4:00 p.m. For the purposes of this report, it was considered a full day of missed classes if a team departed from campus prior to 12:00 p.m. If a team departed at 12:00 or 1:00 p.m., it was considered a half day of missed classes. If a team departed at or after 2:00 p.m., it was considered a partial day missed. If the team departed at or after 3:00pm it was not considered a missed-class day.

BASEBALL:

During the Fall 2008 semester, the Baseball team missed zero class days.

During the Spring 2009 semester, the Baseball team missed 7 full days of classes and 2 half days of classes. This included conference, non-conference, and post-season competitions.

Total 2008-2009: 7 Full Days, 2 Half Days

During the Fall 2009 semester, the Baseball team missed zero class days.

During the Spring 2009 semester, the Baseball team missed 6 full days of classes and 3 half days of classes. This included conference, non-conference, and post-season competitions.

Total 2009-2010: 6 Full Days, 3 Half Days

MEN'S BASKETBALL:

During the Fall 2008 semester, the Men's Basketball team missed a total of 1 full day of classes. This included conference, non-conference, and post-season competitions.

During the Spring 2009 semester, the Men's Basketball team missed a total of 6 full days of classes. This included conference, non-conference, and post-season competitions.

Total 2008-2009: 7 Full Days

During the Fall 2009 semester, the Men's Basketball team missed a total of 2 full days of classes. This included non-conference competitions.
During the Spring 2010 semester, the Men's Basketball team missed a total of 9 full days of classes. This included conference and post-season competitions.

Total 2009-2010: 11 Full Days

WOMEN'S BASKETBALL:

During the Fall 2008 semester, the Women's Basketball team missed a total of 3 full days of classes. This included non-conference competitions.

During the Spring 2009 semester, the Women's Basketball team missed a total of 6 full days of classes. This included conference and post-season competitions.

Total 2008-2009: 9 Full Days

During the Fall 2009 semester, the Women's Basketball team missed a total of 3 full days class. This included non-conference competitions.

During the Spring 2010 semester, the Women's Basketball team missed a total of 9 full days class. This included conference and post-season competitions.

Total 2009-2010: 12 Full Days

BOWLING:

During the Fall 2008 semester, the Bowling team missed a total of 3 full days of classes and 2 half days of classes. This included conference and non-conference competitions.

During the Spring 2009 semester, the Bowling team missed a total of 6 full days of classes and 1 half day of classes. This included conference, non-conference, and post-season competitions.

Total 2008-2009: 9 Full Days, 3 Half days

During the Fall 2009 semester, the Bowling team missed a total of 4 full days of classes and 2 half days of classes. This included conference and non-conference competitions.

During the Spring 2010 semester, the Bowling team missed a total of 6 full days of classes and 2 half days of classes. This included conference, non-conference, and post-season competitions.

Total 2008-2009: 10 Full Days, 4 Half days

MEN'S CROSS COUNTRY:

During the 2008 Fall semester, the Men's Cross Country team missed a total of 3 full days of classes and 1 half day of classes. This includes non-conference, conference and post-season competitions.

During the Spring 2009 semester, the Men's Cross Country team missed zero class days.

Total: 3 Full Days, 1 Half Day
Operating Principle 2.1
Academic Standards

During the 2009 Fall semester, the Men's Cross Country team missed a total 3 full days of classes and 1 half day of classes. This includes non-conference, conference and post-season competitions.

During the Spring 2010 semester, the Men's Cross Country team missed zero class days.

Total: 3 Full Days, 1 Half Day

WOMEN'S CROSS COUNTRY:

During the Fall 2008 semester, the Women's Cross Country team missed 4 full days of classes and 1 partial day of classes. This includes non-conference, conference and post-season competitions.

**In addition:
12 members of the team missed a partial day of classes to participate in the Louisville Invitational, Louisville, KY
12 members of the team missed 1 full day of classes to participate in the Pre Nationals, Terre Haute, IN
7 members of the team missed 1 full day of classes to participate in the SEC Championships, Starkville, MS
6 members of the team missed 1 full day of classes to participate in the Regional Championships, Knoxville, TN

During the Spring 2009 semester, the Women's Cross Country team missed zero class days.

Total 2008-2009: 4 Full Days, 1 Partial Day

During the Fall 2009 semester, the Women's Cross Country team missed 3 full days of class and 1 partial day of classes. This includes non-conference and conference competitions. The conference championships were during the vacation period so they did not miss any class time then.

**In addition:
12 members of the team missed 1 full day of classes to participate in the Greater Louisville Classic, Louisville, KY
9 members of the team missed 1 full day of classes to participate in the NCAA Pre-National, Terre Haute, IN
10 members of the team missed 1 full day of classes to participate in the SEC Championships, Oxford, MS
7 members of the team missed 1 full day of classes to participate in the NCAA South Regional Championships, Tuscaloosa, AL

During the Spring 2010 semester, the Women's Cross Country team missed zero class days.

Total 2009-2010: 3 Full Days, 1 Partial Day

FOOTBALL:

During the Fall 2008 semester, the Football team missed a total of 3 full days of class and 1 partial day. This included conference, non-conference, and post-season competitions.

During the Spring 2009 semester, the Football team missed zero class days.

Total 2008-2009: 3 Full Days, 1 Partial Day

During the Fall 2009 semester, the Football team missed a total of 4 full days of class and 1 partial day. This included conference and non-conference competitions.
During the Spring 2010 semester, the Football team missed zero class days.

Total 2009-2010: 4 Full Days, 1 Partial Day

MEN'S GOLF:
During the Fall 2008 semester, the Men's Golf team missed a total of 7 full days of classes. This included regular season competitions.

During the Spring 2009 semester, the Men's Golf team missed a total of 10 full days of classes. This included regular season competitions and conference championships.

Total 2008-2009: 17 Full Days

During the Fall 2009 semester, the Men's Golf team missed a total of 7 full days of classes. This included regular season competitions.

**In addition, four members of the team missed 2 full days of classes for the Gordin-Myers Collegiate Classic at Duke University.

During the Spring 2009 semester, the Men's Golf team missed a total of 8 full days of classes. This included regular season competitions and conference championships.

Total 2009-2010: 15 Full Days

WOMEN'S GOLF:
During the Fall 2008 semester, the Women's Golf team missed a total of 7 full days of classes. This included regular season competition.

During the Spring 2009 semester, the Women's Golf team missed a total of 9 full days of classes. This included regular season competitions and conference championships.

Total 2008-2009: 16 Full Days

During the Fall 2009 semester, the Women's Golf team missed a total of 6 full days of classes. This included regular season competitions.

During the Spring 2010 semester, the Women's Golf team missed a total of 8 full days of classes. This included regular season competitions and conference championships.

**In addition, the team missed 4 days during final exam week for the NCAA Regionals, although only 1 student had to make-up an exam because of the travel.

Total 2009-2010: 14 Full Days

WOMEN'S LACROSSE:
During the Fall 2008 semester, the Women's Lacrosse team missed zero class days.

During the Spring 2009 semester, the Women's Lacrosse team missed a total of 6 full days of classes and 1 half day of classes. This included conference and non-conference competitions.
Operating Principle 2.1
Academic Standards

Total 2008-2009: 6 Full Days, 1 Half Day

During the Fall 2009 semester, the Women’s Lacrosse team missed zero class days.

During the Spring 2010 semester, the Women’s Lacrosse team missed a total of 6 full days of classes and 3 half days of classes. This included conference and non-conference competitions.

Total 2009-2010: 6 Full Days, 3 Half Days

WOMEN’S SOCCER:

During the Fall 2008 semester, the Women’s Soccer team missed 6 full days of class and 4 half days of classes. This included conference, non-conference, and post-season competitions.

During the Spring 2009 semester, the Women’s Soccer team missed zero class days.

Total 2008-2009: 6 Full Days, 4 Half Days

During the Fall 2009 semester, the Women’s Soccer team missed 10 full days of classes. This included conference, non-conference, and post-season competitions.

During the Spring 2010 semester, the Women’s Soccer team missed zero class days.

Total 2009-2010: 10 Full Days

SWIMMING AND DIVING:

During the Fall 2008 semester, the Women’s Swimming and Diving team missed a total of 3 full days of classes. This included regular season competitions.

During the Spring 2009 semester, the Women’s Swimming and Diving team missed a total of 5 full days of classes. This included regular season competitions and conference championships.

Total 2008-2009: 8 Full Days

During the Fall 2009 semester, the Women’s Swimming and Diving team missed a total of 2 full days class. This included regular season competitions.

During the Spring 2010 semester, the Women’s Swimming and Diving team missed a total of 6 full days class. This included regular season competitions and conference championships.

Total 2009-2010: 8 Full Days

MEN’S TENNIS:

During the Fall 2008 semester, the Men’s Tennis team missed a total of 8 full days of classes and 1 half day of classes. This included conference, non-conference, and post-season competitions.

**In addition:
1 member of the team missed 3 full days of class to participate in an All American Tournament.
Operating Principle 2.1
Academic Standards

During the Spring 2009 semester, the Men’s Tennis team missed a total of 2 full days of classes and 6 half days of classes. This included conference, non-conference, and post-season competitions.

Total 2008-2009: 10 Full Days, 7 Half days

During the Fall 2009 semester, the Men’s Tennis team missed a total of 5 full days classes and 3 half days of classes. This included conference, non-conference, and post-season competitions.

**In addition:
3 members of the team missed 1 full day of classes to participate in the Southern Collegiate Tournament Finals.
4 members of the team missed 1 full day of classes to participate in the Bulldog Scramble.
5 members of the team missed 3 days of classes to participate in the All-American Tournament.
2 members of the team missed 2 days of classes to participate in the All-American Tournament Finals.

During the Spring 2010 semester, the Men’s Tennis team missed a total of 5 full days of classes and 3 half days of classes. This included conference, non-conference, and post-season competitions.

Total 2009-2010: 10 Full Days, 6 Half Days

WOMEN’S TENNIS

During the Fall 2008 semester, the Women’s Tennis team missed a total of 2 full days of classes and 1 half day of classes. This included conference, non-conference, and post-season competitions.

**In addition:
2 members of the team missed 4 full days of class to participate in the All Americans Tournament.
6 members of the team missed 1 full day of class to compete in the Hoosier Classic.
4 members of the team missed 3 full days of class to compete at the ITA Regionals.

During the Spring 2009 semester, the Women’s Tennis team missed a total of 4 full days of classes and 5 half days of classes. This included conference, non-conference, and post-season competitions.

**In addition:
5 members of the team missed 1 full day of class to participate in the Michigan Invite.

Total 2008-2009: 5 Full Days, 6 half days

During the Fall 2009 semester, the Women’s Tennis team missed a total of 3 full days classes and 1 half day of classes. This included conference, non-conference, and post-season competitions.

**In addition:
1 member of the team missed 4 full days of class to participate in an All American Tournament.
1 member of the team missed 1 full day of classes to participate at the ITA Regionals.
5 members of the team missed 1 full day of classes to participate in the UT Invitational.
2 members of the team missed 2 full days of classes to participate in the ITA Indoors.

During the Spring 2010 semester, the Women’s Tennis team missed a total of 12 full days classes and 3 half days of classes. This included conference, non-conference, and post-season competitions.

Total 2009-2010: 15 Full Days, 4 Half Days
Operating Principle 2.1
Academic Standards

WOMEN’S TRACK AND FIELD:

During the Spring 2009 semester, the women’s track & field team missed 5 full days of classes and 1 half day of classes during the indoor season. During the outdoor season, the women's track and field team missed 1 full day of classes and 2 half days of classes.

**In addition:
6 members of the team missed 1 full day and 1 half day of classes, in addition, 1 member missed 2 full days and 1 half day of classes to participate in the Texas Relays, Austin, TX

Total 2008-2009: 6 Full Days, 3 Half Days

During the Spring 2010 season, the women's track & field team missed 4 full days of classes and 2 half days of classes due to travel for the indoor season. During the outdoor season, the women's track and field team missed 4 full days of classes.

**In addition:
10 members of the team missed 1 half day of classes to participate in the Razorback Indoor Invite, Fayetteville, AR
8 members of the team missed 1 full and 1 half day of classes to participate in the Iowa State Indoor Classic, Ames, IA
9 members of the team missed 1 full day of classes to participate in the Sooner Invite, Norman, OK

Total 2009-2010: 8 Full Days, 2 Half Days

Question 21:

Describe the means by which the department of athletics policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed-class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

Student-athletes are made aware of missed-class policies through the Student-Athlete Handbook which they receive in print at the beginning of each academic year, as well as by regular emails and from their academic counselors. Coaches and staff are made aware through meetings with Associate Directors of Student Athletics and the compliance department. Additionally, they receive e-mail updates and are provided a copy of the Student-Athlete Handbook.

Academic Counselors in the Department of Student Athletics are responsible for communicating with faculty and administrative staff on campus. Example letters are below:

Example 1:

Dear Professor Helmuth,

As the Director of Academic Support for Student Athletics, I’d like to (re)introduce myself and my staff to you. I have worked in Academic Support for VU Athletics for eleven years, having served during that time as a tutor, tutor coordinator, writing specialist, academic counselor, and now Director for six years. In addition to my duties as Director, I serve as the academic counselor for 20 scholarship football players. On a personal note, I am the mother of one current and one former student-athlete. My daughter graduated from the University of Chicago, where she ran cross country,
indoor and outdoor track. She will complete her Masters degree in Archaeology at Cambridge this fall. My son is a rising senior at Washington University in St. Louis, where he is double majoring in Art History and History. He also runs indoor and outdoor track.

There have been a few changes in counselors and/or counselor responsibilities in the past year. The counselors’ names, the teams they cover, and their contact information are below:

Nate Bell, Swimming & Diving, Lacrosse, Men's and Women's Golf, nate.bell@vanderbilt.edu, 343-4064
Neal Clark: Men's Basketball, Women's Bowling, neal.clark@vanderbilt.edu, 936-7518
Katie Feyes: Baseball, katie.feyes@vanderbilt.edu, 343-4821
Eugene Henderson: Football, eugene.henderson@vanderbilt.edu, 343-2686
Christy Hogan: Women's Basketball, Men's & Women's Tennis; Tutor Coordinator, christy.hogan@vanderbilt.edu, 322-4024
Max Martin: Football, Women's Track & Cross Country, max.martin@vanderbilt.edu, 343-0699
Claire Smith: Women's Soccer, Men's Cross Country, Tutoring Assistant, Claire.smith@vanderbilt.edu, 322-3228

This year, we have approximately 330 student-athletes. At least one is enrolled in your class. If that student-athlete will miss class for University-sanctioned travel at any time during the fall semester, the academic counselor in Student Athletics responsible for that sport will contact you with specific travel information. We expect the student-athlete to contact you as well before each anticipated absence due to team travel. If you do not wish the academic counselor to contact you, please let me know.

If team travel necessitates missing a test date or assignment-due date, the student-athlete will work directly with you to make arrangements for completing the work that will be missed. We encourage the student-athlete to take the test or turn in the assignment before or after the travel (preferably before). On the rare occasion when it might be mandated that a student-athlete take a test during travel, we will try to arrange for an Academic Counselor or Associate Director of Student Athletics accompanying the team to proctor the test. If that is not possible, we will try to arrange for the test to be proctored by a member of the Academic Support staff of the school our team is visiting.

If you have any questions or concerns about any student-athlete, please do not hesitate to contact me at any time. My direct office phone is 322-0795; cell 828-0553. I look forward to working with you this year, and I hope that your semester has started off well!

Best wishes,
Sincerely,
Elizabeth

Elizabeth M. Wright, M.F.A.
Director of Academic Support
Academic Counselor for Football
Vanderbilt University Student Athletics
2601 Jess Neely Drive
Nashville, TN 37212
Office: (615) 322-0795
Fax: (615) 343-1846
http://www.vanderbilt.edu/studentathletes/

Example 2:
Dear Professor,

My name is COUNSELOR, I am a counselor in the Academic Support Office for Student-athletes. Specifically, I work with the XXXXX team.

As a counselor, it is my intention to provide the necessary resources and support for the opportunity of academic success for our TEAM XXXX student-athletes. I primarily help them with study skills and time management, in addition to scheduling appropriate tutoring and review sessions.

I also want to assure you that our office supports your efforts to ensure that our student-athletes succeed in the classroom. We have a duty to assist all student-athletes in reaching their full academic potential. We encourage all of our student-athletes to take advantage of the academic resources that are offered on campus, and encourage them to fulfill their academic expectations with discipline, effort and integrity.

Our office and the TEAM XXXX office have instituted a strict class attendance policy. We expect each student-athlete to attend each class meeting unless they are away on University-sanctioned team travel. We want our student-athletes to succeed in the classroom and are confident that this success begins with attendance.

The following student(s) is in your class or classes:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>STUDENT NAME</th>
<th>STUDENT NAME</th>
</tr>
</thead>
</table>

<p>| TEAM XXXX Fall YEAR Competition Travel Dates |</p>
<table>
<thead>
<tr>
<th>Event Name</th>
<th>Destination</th>
<th>Classes Missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana State</td>
<td>Terre Haute, IN</td>
<td>Wednesday, November 14</td>
</tr>
<tr>
<td>Cal Berkeley</td>
<td>Berkeley, CA</td>
<td>Friday, November 30</td>
</tr>
</tbody>
</table>

Although it is expected that each student-athlete develop good lines of communication with her or his professors regarding athletically related travel, I will send an email reminding you of an absence in a timely manner.

Thank you for your help, and I look forward to working with you in assisting these students in reaching their full academic potential!

Sincerely,

COUNSELOR

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Question 22:

If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.
Operating Principle 2.1
Academic Standards

No plans for improvement have been developed.
Operating Principle 2.2

Question 1:

List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:

a. The original "condition" imposed;
b. The action(s) taken by the institution;
c. The date(s) of the action(s); and
d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

No conditions for certification were imposed.

Question 2:

List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed;
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

No conditions for improvement were noted.

Question 3:

Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

Major improvements since the Cycle 2 certification procedure include changes in both the academic support facilities and programs. The physical space has been upgraded in terms of both total area and quality. Total space devoted to academic support services has increased threefold, including twice as many study carrels. The study facilities have also been equipped with comfortable furnishings that make the area a desired study area. All of this is within the McGuigin Athletics facility, emphasizing the university’s commitment to the integration of academics with athletics.

Another major improvement has been an increase in availability of study abroad experiences for student-athletes. The Athletics department, with help from a donor, now funds summer abroad experiences for qualified student-athletes. The university is encouraging faculty to create three-week “Maymester” courses taught abroad, which are well-suited to student-athlete schedules. The university and Athletics department also encourage and help fund international team travels as often as allowed by the NCAA (once every four years).
Question 4:

Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

a) Faculty Advisers

All Vanderbilt student-athletes, like all students, have faculty advisers assigned to them by their School/College. The faculty advising system in each of the four undergraduate schools is overseen by an associate dean. Faculty advisers assist all students, including student-athletes, in selecting courses appropriate to the student's intended major/degree program. Student-athletes do not receive priority registration privileges at Vanderbilt. All students have their first encounter with their faculty advisers during June registration, prior to their freshman year. Meetings with advisers occur during the orientation period prior to the beginning of fall semester classes.

All students, including student-athletes, choose their own majors and degree programs based on their interests and career goals. Enrollment in appropriate courses to complete degree requirements is the major responsibility of the student-athletes, however, they are encouraged to seek the assistance of their faculty advisers. All students must see their academic advisers prior to the registration period for the upcoming semester. Additionally, all students must meet with their faculty advisers if mid-semester reports indicate a potential problem in courses. Access to the course enrollment system is controlled by the faculty advisers.

Student athletes at Vanderbilt do not receive priority registration. Vanderbilt is committed to maintaining as much as is feasible an integration of student-athletes within the general student body. Having student-athletes register with the general student body helps to prevent them from being “clustered’ within certain classes. Furthermore, given the high level of extracurricular involvement of the general student body, Vanderbilt believes it is difficult to privilege only student-athletes in this process. Nonetheless, this topic is revisited on a yearly basis in consultation among coaches, student-athletes, and the central administration.

b) Stratton Foster Academic Center

In addition to the Faculty Advisers, each student-athlete is assigned an Academic Counselor in the Stratton Foster Academic Center, a service provided by the Department of Athletics and Vanderbilt’s Division of Student Life. The six Academic Counselors are trained, assigned, and supervised by the Director of the Academic Support Center.

In addition to supervising the Academic Counselors, the Director of the Academic Support Center has direct oversight of the day-to-day operations of the Center and reports to the Vice Chancellor for University Affairs, General Counsel, and Secretary of the University, who, in turn, reports to the Chancellor of Vanderbilt University.

The student-athletes’ Academic Counselors are responsible for monitoring the academic performance, class attendance, and continuing eligibility. The Academic Counselors meet regularly with all student-athletes from their assigned athletics teams, monitor study hall, and refer the student-athletes to the appropriate campus-wide resources.

c) Campus-wide resources

When beginning freshmen, including student-athletes, arrive on campus, they are all housed at The Commons. These students are introduced to the Vanderbilt Visions program, which connects beginning students to other students by organizing them into small groups and assigning them upperclass peer mentors.
Operating Principle 2.2
Academic Support

and university faculty mentors. Weekly meetings throughout the first semester introduce topics that help all students make a successful transition to college.

The Vanderbilt University Psychological and Counseling Center is another resource available to all students. The aim of the Center is to assist with issues which might otherwise impede the work or development of students. The Center offers career counseling and educational outreach programs such as managing depression, cross-cultural adjustment, stress reduction, study skills, time management, and career issues. It also provides programs in reading and study skills which address the following: reading improvement, general study strategies, time management, comprehension and retention, writing papers, test-taking skills, and organization of ideas.

Another resource available to all students is tutoring. The Stratton Foster Center offers tutoring exclusively for student-athletes. Tutors at the Stratton Foster Center are assigned and supervised by the Tutor Coordinator. The Tutor Coordinator, in turn, reports to the Director of the Academic Support Center. Outside of the Stratton Foster Center, all students in the College of Arts and Sciences have access to Tutoring Services, a program run through the College of Arts and Science Pre-Major Advising Resources Office. Tutors for this service focus on courses in the liberal arts. The School of Engineering, Peabody College, and the Blair School of Music also provide tutors for specific courses; these tutors are overseen by the Associate Dean of each school. All Vanderbilt tutors are graduate students in the specific subject, or high-performing undergraduate students nominated by their departments.

Four libraries at Vanderbilt University—Central Library, Peabody Library, Science and Engineering Library, and Music Library—provide orientation programs to all students, including student-athletes. These orientation sessions are available for classes during summer sessions as well as fall and spring semesters. In addition, Vanderbilt Visions groups also offer introductory tours of the libraries.

Question 5:

Explain how the institution’s staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

As part of the self-study process at Vanderbilt University, a comprehensive review of the Department of Student Athletics Academic Support Services was completed. Members of the Academic Support Services Evaluation committee, consisting of administrators, faculty, and students interviewed the following persons and groups: Director of Academic Support; Student Athletics Advisory Council (SAAC); Director of Sport Operation; Academic Skills Counselor; Head Coach of Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (VUSM); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University; Vanderbilt University and Professor of Law.

Through the course of these interviews and the subsequent report, the committee reviewed staffing structure and needs, as well as the physical location of Vanderbilt’s academic support services in the Stratton Foster Academic Support Center. Additionally, the recent addition of academic counselor positions, and an upgrade to the Stratton Foster Academic Support Center that tripled the square footage and improved the technology and learning environment available to Vanderbilt student-athletes, shows an ongoing financial commitment to the academic success of Vanderbilt University’s student-athletes.

Question 6:

Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):
Operating Principle 2.2
Academic Support

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area" in the ACS.

6-1. Academic counseling/advising: Course selection, class scheduling, priority registration.

6-1a. The specific academic support services offered to student-athletes (if any).

Academic Support Center for Student-Athletes

The Stratton Foster Academic Support Center staff ensures student-athletes fulfill their academic obligations with discipline, perseverance, and integrity. An Academic Counselor’s responsibilities include, but are not limited to, meeting weekly or bi-weekly with all student-athletes from their assigned athletics teams, monitoring study hall, checking class attendance, and referring the student-athletes to the appropriate campus-wide resources.

In addition to a student-athlete’s Academic Counselor, each student-athlete is assigned to an Academic Advisor within his or her respective college.

College of Arts and Science Students

Telephone Advising assists students in planning their schedule for their first semester. This advising is available for four weeks in June and again at the end of July and beginning of August. Toll-free telephone lines support this form of pre-major advising.

Entering first-year students are assigned pre-major advisers, all regular members of the faculty of the College of Arts and Science. These advisers counsel students during approximately their first three and one-half semesters on campus, or until students choose majors. Students are encouraged to see these advisers at any time but must see them at least three times after their initial meetings with them during Orientation: (1) during registration for the fall semester of the first year, (2) during registration for spring semester of the first year, and (3) during registration for fall semester of the second year.

Students may choose their own major adviser, and may have one adviser for each declared major. During approximately the last two years of undergraduate study, when a student is acquiring depth of knowledge in a major field, studies are guided by a specialist in that field. Once a student has declared a major, he or she meets with the major adviser each semester until graduation.

Peabody College Students

Summer advisement for Peabody’s new undergraduate students is led by Peabody’s Directors of Undergraduate Studies. Communication for summer advisement occurs via telephone and/or email according to the instructions included with student registration packets.

At the end of the summer, each student is assigned a faculty academic adviser who will meet with the student upon arrival to campus. In addition, students will meet their academic advisers during the fall and spring preregistration periods to choose courses for the next semester. Advisers are available throughout each semester to discuss topics of interest and to help students make the most of their Vanderbilt experience. Students can make an appointment to talk with their advisers whenever a meeting would be helpful.

Because Peabody students have chosen a major before they enter Vanderbilt, “pre-major advising” is not
needed for Peabody students. The offices of Peabody advisers are located on the Peabody campus near The Commons.

**School of Engineering Students**

A faculty adviser is appointed for each student. This adviser is chosen from the faculty in the student’s major, when the major is known. For students who have not chosen a major upon entry, an adviser is selected from faculty in any department. If a student later chooses a different department for his or her major, a corresponding change of adviser is made. Engineering students are required to see their advisers at registration and any other time changes must be made in their programs of study. Any student who has academic difficulty is expected to see his or her faculty adviser for counsel. Faculty advisers can also provide useful career guidance.

Engineering Advising orients first-year engineering students to the School of Engineering and works closely with students as they progress through the engineering curriculum. The programs and services inform, support, and encourage individuals to be self-directed in their Engineering education.

**6-1b. Any policies that govern which students can use these services; and**

Within their appropriate college, any student may use the resources stated above with the exception of counseling provided by Academic Support; only student-athletes are eligible to use Academic Support.

There is no priority registration for student-athletes.

**6-1c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook

**6-2. Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.**

**6-2a. The specific academic support services offered to student-athletes (if any);**

Tutoring is a free service offered to student-athletes by the Office of Academic Support. It is designed to act as a supplement to the class itself and is designed to provide the best possible support to student-athletes. It is not designed to take the place of learning in the classroom from the professor. (See student-athlete Tutoring Agreement.)

The Tutoring Program has tutors covering over 30 different academic areas, and working with over half of our student-athletes. If a tutor is needed in a subject not currently covered, the best effort will be made to hire an additional tutor to fit the student-athlete’s need. Individual as well as small group tutoring is available to all student-athletes. All tutoring sessions are held in the Academic Support Center.

All tutor requests are made through the student-athlete's Academic Counselor then submitted to the tutor coordinator. Once the request has been submitted, the tutor coordinator checks the availability of tutors and sets up an initial session. Once a session has been arranged, the tutor coordinator sends out an assignment email to the student, tutor, and counselor confirming the date and time.

All tutors are graduate or upper-level (junior or senior) undergraduate Vanderbilt students. A tutor must have at least a 3.0 cumulative GPA, must have received a B+ or higher in the class(es) he or she intends to tutor, must be recommended by at least one Vanderbilt faculty member, and must be approved during the interview process. Tutors must attend a mandatory orientation prior to tutoring. Compliance information is provided in the Tutor Manual, and tutors receive initial training in compliance from the Tutor Coordinator.
and/or the Director of Compliance. In addition, Compliance staff members e-mail the tutoring staff monthly for continuing education. All tutors are required to read the Tutor Manual (and Writing Tutor Manual when necessary). Tutors must sign a Tutoring Agreement stating that they are responsible for the information within the manual, and will abide by all University SEC and NCAA rules. Tutors must also receive a 90% on the yearly tutor quiz. (See Tutoring Agreement, Tutor Quiz.)

Tutors are responsible for letting the tutor coordinator know when they have reached their student capacity. Tutors are only permitted to work 20 hours a week if they are undergraduate students, or 29.5 hours a week if they are graduate students. Undergraduate tutors are paid $10-$12/hour, and graduate tutors are paid $13-$15/hour. For sessions with 1-4 students attending, base salary is paid; for sessions with 5 or more students attending, base salary plus time and a half is paid.

After each tutoring appointment, the tutor submits a report of the session, updating the Counselor and the Tutor Coordinator on the academic progress of the student-athlete. The academic progress of student-athletes is closely monitored by the Academic Support Director, Counselors, and Tutor Coordinator.

6-2b. Any policies that govern which students can use these services;

The policies for tutoring of student-athletes are discussed in the Student-Athlete Handbook (See Handbook). Only student-athletes are eligible to use tutoring provided by Academic Support. Tutoring is also offered by the College of Arts and Sciences in biological sciences, chemistry, economics, mathematics, physics, and foreign languages. Services are free and available by appointment, and all Vanderbilt students are eligible for this service. Vanderbilt University School of Engineering (VUSE) Drop-In Tutoring is a service offered by the College of Engineering, and is available for many classes in math and science; all students are eligible. The Writing Studio at Vanderbilt University provides all undergraduate students an opportunity to meet with trained writing consultants to discuss individual writing concerns, from invention to drafting to revision.

6-2c. The mechanisms by which student-athletes are made aware of these services;

To make student-athletes aware of tutoring services, the Academic Counselors present information on tutoring services at individual sports team meetings at the beginning of each academic year. The student-athletes must sign Tutoring Agreements showing that they will follow the procedures of the Tutoring Program (see student-athlete Tutoring Agreement).

6-3. Academic progress monitoring and reporting: Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.

6-3a. The specific academic support services offered to student-athletes (if any).

The Academic Counselor meets weekly with every freshman student-athletes and all student-athletes who are in danger of falling short of achieving good academic standing by Vanderbilt University standards. In these weekly meetings, the following items are discussed:

- Academic progress, including recent grades the student-athlete has received on exams, papers, quizzes, projects, and/or class assignments
- Upcoming events and/or assignments due in the student-athlete’s courses
- Evaluation of the student-athlete’s time management and study skills
- Tutoring and/or review session options
- Preparation for team travel, including when assignments will be completed if traveling. This is in coordination with the student-athlete’s professors

In addition to weekly meetings, each Academic Counselor communicates every other week or as needed with all other student-athletes on the counselor’s respective athletics teams.

Serve as a "counselor" to the student-athletes by helping student-athletes handle issues of making the transition from high school to college, handling the demands of a stressful academic and athletics schedule,
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homesickness, relationship break-ups, and/or roommate adjustments. The Academic Counselor serves as a sounding board to the student-athlete.

- Meet with professors, advisors, and college deans as requested.
- Serve as a resource to professors if problems arise with a student-athlete with which they would like the assistance of an Academic Counselor.
- Report academic progress to coaches, usually on a weekly basis.
- Coordinate awards for academic, internship, and scholarship opportunities.
- Collect and report data to various offices (e.g., SEC for Academic Honor Roll achievements, Vanderbilt University Provost's Office, Board of Trust, etc.).
- Ensure all student-athletes are in compliance with NCAA Academic Eligibility requirements.
- Meet with prospective student-athletes and their families while on campus.

Class attendance is critical for all student-athletes due to the high academic expectations at Vanderbilt University. Because student-athletes do miss a limited number of classes for athletically-related travel, it is imperative they attend all classes while on campus. Counselors perform random class checks on all student-athletes throughout the course of the semester. (See Class Attendance Policy.)

6-3b. Any policies that govern which students can use these services; and

These services are available to all student-athletes on the official team rosters.

6-3c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook


6-4a. The specific academic support services offered to student-athletes (if any).

The Disability Services Program provides a wide range of support services to students with disabilities at Vanderbilt University. Services and resources are determined on an individual basis considering the students’ needs. Support services are as follows:

- Notetakers or access to class notes
- Readers and scribes
- Access to recorded textbooks and materials
- Exam accommodations
- Sign language interpreter
- Communication Access Realtime Translation (CART)
- Access to TTY equipment
- Priority scheduling
- Access to adaptive technology computer equipment and software
- Phonic Ear FM systems (assisted amplification device) available for loan
- Guidance, counseling, referral, and advocacy services to students

6-4b. Any policies that govern which students can use these services; and

Disability Services and the Psychological Services Center are resources available to all Vanderbilt University students. The Student-Athlete Opportunity Fund is allocated to student-athletes in appropriate circumstances as funds allow.

To receive reasonable accommodations for a disability at Vanderbilt University, students are to apply for services through the Disability Services Program (DSP). Any student who wishes to apply for services must first be accepted for admission to Vanderbilt University.
The application process must be completed before the DSP staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student’s documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed.

6-4c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook

6-5. Assistance for at-risk students: Availability including institution-wide assistance.

6-5a. The specific academic support services offered to student-athletes (if any).

The following Academic Support services and policies are currently implemented for incoming student-athletes deemed to be at-risk:

- Meeting with Faculty Advisor before the start of the semester
- Meeting at least once a week with an Academic Counselor in Student Athletics
- Reviewing all syllabi with Academic Counselor, and detailed week-by-week
- Planning for meeting all deadlines and requirements for each course
- Attending all classes. The Department of Student Athletics has an enforced class attendance policy, and classes are monitored frequently.
- Attending weekly individual tutoring sessions
- Attending all review sessions provided by professors before tests and exams
- Meeting with writing tutors and/or Writing Studio staff throughout the semester
- Attending mandatory study hall sessions for a minimum of 8 hours per week during the freshman year

6-5b. Any policies that govern which students can use these services; and

Every incoming freshman student who has a projected grade point average of below 2.5 is considered to be at-risk. All student-athletes deemed at-risk must attend summer school prior to the beginning of their first fall semester. During the summer before the start of their freshman year, they are required to take six credit hours and get a head start on their college careers. ENGL 100 (Composition) is often of great benefit in helping them to improve their writing skills. They also can take other classes that count towards their core requirements, and meet with their faculty advisers and/or Dean to determine the best classes to take. These six hours of summer school also enable the incoming student-athletes deemed to be at-risk to adjust to the academic demands of college without the stress of being full-time students participating in a sport, and allow them to become comfortable with the Vanderbilt campus and environment. They must achieve a grade of C or higher to compete athletically in the fall.

6-5c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook

6-6. Academic support facilities: Availability of study rooms, computers and labs.

6-6a. The specific academic support services offered to student-athletes (if any).

Located in the Department of Athletics, the Stratton Foster Academic Support Center consists of nine tutor/study rooms, one conference room, nine staff offices, and two large study areas with study carrels, tables, and a small number of couches and chairs, which can accommodate up to 70 student-athletes. The center has two computer labs with desktop computers and three printers; all computers have Internet access,
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Academic Support

as well as Microsoft Word, Excel, and PowerPoint. Wireless access allows the use of personal laptop computers.

6-6b. Any policies that govern which students can use these services; and

Academic Support facilities are available and open for the use of all student-athletes.

6-6c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook


6-7a. The specific academic support services offered to student-athletes (if any).

The coaching staff identifies new student-athletes as part of their recruiting and signing activities. It is the responsibility of the coaches to inform prospective student-athletes of the admission and eligibility paperwork required for submission to Vanderbilt and the NCAA Eligibility Center. Student-athletes must submit the same documentation required of all students applying to the institution.

An Admissions Tracking spreadsheet is created by the Compliance Office. The Compliance Coordinator is responsible for listing all incoming student-athletes on this spreadsheet as they are identified, while the Athletics Liaison in the Office of Undergraduate Admissions (OUA) documents receipt of all admissions materials on the spreadsheet. The spreadsheet is maintained on the Athletics shared drive and is also accessible to Undergraduate Admissions and the University Registrar’s Office.

Preliminary Review of Admission and Athletic Eligibility

Applications, transcripts and other materials are submitted to the Compliance Office. The Compliance Coordinator calculates the NCAA core GPA, records all test scores received to-date, and completes an initial review of core courses to predict Qualifier status. The files are then reviewed by the Compliance Office and forwarded to the Athletics Liaison in the Office of Undergraduate Admissions (OUA).

Upon submission of a prospective student-athlete’s file for admission, the Athletics Liaison in the OUA evaluates the transcript and all accompanying documents to determine admission potential. Any possible concerns must be adequately addressed prior to official approval for admission (if applicable).

At the conclusion of each academic year, the Athletics Liaison in the OUA, the University Registrar’s designee, and the Director of Compliance (or designee) conduct a review of academic files for those prospective student-athletes who are receiving athletic aid and plan to enroll during the following academic year. During this meeting, any apparent irregularities are noted to determine if any file requires further review.

Per SEC requirements, irregularities that may require additional review include the following:
  o Test score variance (equal to 5 point overall increase on ACT or 190 point increase on SAT within a 6 month period)
  o Late transfer to another secondary school
  o Significant increase in core courses during senior year
  o Concurrent sequential core courses
  o Core courses taken out of sequence
  o Transcript revisions
  o Non-traditional coursework
In the event that further review is needed, additional information is gathered (including personal statements from the prospective student-athletes if deemed necessary). The Director of Compliance prepares a memo to the Chancellor outlining the irregularities found for each prospective student-athlete. Pursuant to SEC Bylaw 14.1.2.2, this information is then forwarded to the Commissioner of the Southeastern Conference (prepared by the Director of Compliance but officially sent from the Chancellor) to determine eligibility for competition.

The Head Coach for the respective sport is also notified by the Director of Compliance. The prospective student-athletes undergoing review will not be permitted to compete without authorization from the Commissioner.

**Formal Admission Process**

The Office of Undergraduate Admissions (OUA) is the university office responsible for making admissions decisions. The process for reviewing and making admissions decisions about potential recruited student-athletes (Grant-In-Aid or GIAs) is ongoing, beginning in the summer prior to the GIA’s senior year in high school and continuing through the summer after their senior year in high school. At various points during that time, Pre-Applications for potential GIAs are delivered from the Compliance Office to the Athletics Liaison in the OUA for review.

The Pre-Application consists of a copy of a triplicate Pre-Application form, the student’s high school transcript through junior year (and including a list of senior courses), a copy of their SAT or ACT scores, Part 1 of the Vanderbilt University Application for Admission, and a document showing their core high school classes/grades, high school name, class rank (if applicable), and test scores from either the ACT, SAT or both. This final document is referred to as the “bluesheet.”

Upon receipt of the Pre-Application, the Athletics liaison in the OUA reviews the credentials of the applicant and determines if he or she will “recommend” or “not recommend” the student for admission. In the event a Pre-Application is “not recommended,” the Compliance Office is notified and follow-up will take place should the coach or athletics department wishes to appeal the decision (see below). Pre-Applications that are “recommended” are sent to the undergraduate school/college to which the student is applying for review by the designated Academic Dean. Again, a determination is made as to whether to “recommend” or “not recommend” the student and the Pre-Application is returned to the Athletics Liaison in the OUA.

Pre-Applications returned from the Academic Dean are given a final decision of either “approved” or “not approved” by the Athletics Liaison within the OUA. If there are differing recommendations between the OUA and the Academic Dean, the OUA makes the final determination. The yellow copy of the Pre-Application that is signed with a final “approved” or “not approved” is forwarded to the Compliance Office. Only after receipt of the yellow form is the GIA cleared to sign scholarship papers and/or National Letter of Intent forms (subject to the appropriate signing periods).

In the event that athletics wishes to appeal the decision on the Pre-Application, the Vice Chancellor for University Affairs, General Counsel, and Secretary of the University may elect to utilize an appeal process. The appeal process provides further review of the student’s academic profile and a final recommendation by the Vice Provost. This decision is final.

On rare occasions, the Office of Undergraduate Admissions may consider mid-year admission for potential students (including freshmen and transfer prospective student-athletes). The option of mid-year admission is made available on a strictly limited basis. While only those students whose background and talents are deemed an appropriate fit for the Vanderbilt community may be considered, additional factors, such as housing availability, will also impact the decision. Prospective student-athletes must present academic credentials within the parameters for admission. Each decision is case-by-case and decided independent of precedent. At no point is admission guaranteed.
In order for a prospective student-athlete to be considered for mid-year enrollment, the athletics department must review the student’s file and approve it to be forwarded to the Admissions Office.

To initiate the process for review:
- The Head Coach must present the file to his/her Associate Director. The Associate Director and the Head Coach should articulate in writing why the student should be considered for mid-year enrollment and include this information in the file.
- The Associate Director, Vice Chancellor for University Affairs and Athletics, General Counsel & Secretary of the University, and the Director of Compliance will review the file and determine if the athletics department will recommend the student-athlete to the Admissions Office for mid-year consideration. During this process, the Compliance Coordinator calculates the student-athlete’s core course GPA and determines his/her Qualifier status, and refers the file to the Athletics Liaison in the OUA to determine the projected GPA.
- Note: if the student is a transfer, the “Guidelines for Recruiting Transfers” must be followed.

If the student-athlete is not recommended by the athletics department for mid-year consideration, the file will not be forwarded to the Admissions Office at that time. It is possible, but not guaranteed, that the prospective student-athlete’s file can be reconsidered for subsequent Fall admission. This determination will be made by the Admissions Office on a case-by-case basis.

If the athletics department supports the prospective student-athlete for mid-year consideration:
- The Compliance Office will forward the student-athlete’s official admissions materials to the Athletics Liaison in the OUA for review. The liaison will communicate with the Vice Provost about the status of the student-athlete’s application.
- The Vice Chancellor also presents the student-athlete’s file to the Vice Provost for his review and consideration. The Vice Provost may also request additional supporting documentation for his review.

As with all admission decisions, the Vice Provost/Admissions Office determines if a prospective student-athlete is recommended and admitted to the University. Mid-year admission decisions will not be appealed by the athletics department.

6-7b. Any policies that govern which students can use these services; and

Academic profiles of all prospective student-athletes who are of interest to the coaching staff are reviewed by the Office of Undergraduate Admissions.

6-7c. The mechanisms by which student-athletes and staff are made aware of these services.

Notification of decision:
- The Vice Provost will notify the Vice Chancellor of the final decision.
- The Athletics Liaison in the OUA will communicate the final decision to the Director of Compliance.
- The Associate Director will also be notified by the Vice Chancellor and/or the Director of Compliance. It is the Associate Director’s responsibility to notify the Head Coach.

6-8. Student-athlete degree selection: Degree program assistance.

6-8a. The specific academic support services offered to student-athletes (if any).

All students, including student-athletes, work with their faculty advisers to determine the most appropriate major/degree program for them. Faculty advisers help their advisees understand the requirements for each program and the possibilities for post-graduate work. The Career Center provides career counseling, programs in résumé and cover letter writing, interviewing strategies, and an internship database.
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6-8b. Any policies that govern which students can use these services; and

These services are available to all Vanderbilt students, which includes all student-athletes.

6-8c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook

6-9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).

6-9a. The specific academic support services offered to student-athletes (if any).

Vanderbilt University does not provide placement testing for any students outside of foreign languages. Other placements are made based on ACT, SAT, and AP scores.

6-9b. Any policies that govern which students can use these services; and

These services are open to all Vanderbilt students, which includes all student-athletes.

6-9c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are made aware of placement testing opportunities through campus-wide electronic and physical mail.

6-10. Success skills: Study skills, note and test taking, writing and grammar skills, time management skills.

6-10a. The specific academic support services offered to student-athletes (if any).

All incoming freshmen and at-risk student-athletes are required to complete a certain amount of study hall hours weekly in the Stratton Foster Academic Support Center. The number of hours varies by sport and year in school, but the purpose for this process is to monitor the study habits of student-athletes and also to provide a safe and user-friendly study environment. The transition from high school to college can be a daunting task for many students and often incoming freshmen student-athletes have a difficult time adjusting. For those who struggle to adjust, the Center assists with time management plans that can help to maximize their study time while keeping a busy daily schedule.

6-10b. Any policies that govern which students can use these services; and

These services are available to all student-athletes on the official team rosters.

6-10c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, and the student-athlete handbook

6-11. Study hall: Availability, facilities, attendance policies.

6-11a. The specific academic support services offered to student-athletes (if any).

Every freshman student-athlete and selected upperclassmen are required to accomplish between 8 to 10 hours of study hall each week. The Academic Counselors, along with study hall monitors, oversee study halls each evening. This study hall requirement is designed to help the student-athletes with time management skills and to help them adjust to the challenging academic expectations at Vanderbilt University.
The Stratton-Foster Academic Center is located in the main Department of Athletics building and has study carrels, tables, 9 tutor rooms, 1 conference room, wireless internet access and 2 computer labs. Hours are Sunday 2:00-10:00 p.m., Monday-Thursday 7:00 a.m.-10:00 p.m., and Friday 7:00 a.m.-5:00 p.m. At least one full-time staff member is on duty from 8:00 a.m. to 9:00 p.m., Monday through Thursday, 8:00am-5:00pm on Fridays, and from 6:00 p.m. to 10:00 p.m. on Sundays. On Sundays from 2:00-6:00pm, the Academic Center is supervised by graduate students. There are also three graduate students on duty Sunday through Thursday from 6:00pm-10:00pm.

6-11b. Any policies that govern which students can use these services; and

These services are available to all student-athletes on the official team rosters.

6-11c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services through recruiting visits, team meetings, email, coaches and teammates, and the student-athlete handbook

6-12. First year/transfer orientation: Availability, attendance requirements.

6-12a. The specific academic support services offered to student-athletes (if any).

The Stratton Foster Academic Center conducts orientation sessions for all incoming freshmen student-athletes attending summer school, as well as a day-long orientation just prior to the start of summer session. The summer session orientation covers topics such as the Honor Code, plagiarism, University libraries, the Writing Studio, tutorial programs, study hall requirements, time management and study skills, and the Psychological and Counseling Center. All incoming student-athletes attending summer school prior to their initial semester at Vanderbilt University are required to attend the orientations for student-athletes.

Student-athletes are also made aware of changes and updates in SEC and NCAA rules regarding eligibility. Staff members from the Compliance Office hold individual team meetings prior to athletic participation, at which policies are detailed and the eligibility statements are explained and signed (i.e., NCAA Student-Athlete Statement). An Academic Counselor may hold a separate team meeting, at which time further academic requirements and policies are discussed.

6-12b. Any policies that govern which students can use these services; and

All entering Vanderbilt University freshman and transfer students are required to attend an Orientation.

6-12c. The mechanisms by which student-athletes and staff are made aware of these services.

Team administrators, Academic Counselors, and Coaches distribute information to the incoming students.


6-13a. The specific academic support services offered to student-athletes (if any);

Full-time staff members in the athletics department volunteer to be a part of the mentDORE program. Each mentDORE is paired up with freshmen and transfer student-athletes. The frequency of interaction is left up to each individual mentDORE, but all are encouraged to check in monthly.

Through electronic communications and personal contact, the mentDORE program is meant to facilitate the academic, career, and personal achievement of each student-athlete.

MentDOREs offer the following:
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- **Information** - MentDOREs share their knowledge, experiences, and wisdom.
- **Contacts** - MentDOREs provide valuable opportunities by facilitating academic, career, and personal contacts.
- **Support** - MentDOREs encourage growth and achievement by providing an open and supportive environment.
- **Role Models** - By sharing stories of achievement with student-athletes, mentDOREs can become role models.

6-13b. Any policies that govern which students can use these services; and

This year the mentDORE services are available only to freshmen and transfer student-athletes, but the scope of the program may broaden in the future to reach out to other student-athletes.

6-13c. The mechanisms by which student-athletes and staff are made aware of these services

The freshmen and transfer students are given information about their mentDORES at their Wellness Orientation the day before classes began. They also receive numerous email messages about the program and activities related to the program.

6-14. Post eligibility programs: Availability of scholarships, assistantships, and academic support.

6-14a. The specific academic support services offered to student-athletes (if any);

The Office of Academic Support is responsible for the nomination of qualified student-athletes for postgraduate scholarships, academic honors, assistantships, and other opportunities. The office receives award information from the NCAA, our affiliated conferences, coaching associations, media outlets, and other sport governing bodies. The Academic Support staff work closely with the student-athletes, the athletics department, and university personnel to provide the most accurate and comprehensive information for the nominees. The staff also assists in the completion of award applications and/or materials.

6-14b. Any policies that govern which students can use these services; and

The majority of scholarships and assistantships are limited by academic year (seniors), programs of study, or exhaustion of athletic eligibility. GPA requirements or other stipulations may regulate the type and number of nominees for particular awards.

6-14c. The mechanisms by which student-athletes and staff are made aware of these services

Student-athletes are made aware of award opportunities through electronic message board posts and individual student-athlete meetings. In addition, communication is spread through the Student-Athlete Advisory Committee as well as the student-athlete email listserv. Non-athletic-related scholarship opportunities are shared with all university students by the Office of Honors Scholarships.

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**Question 7:**

*Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution’s most recent academic support services evaluation.]*

See Academic Support Services Evaluation Appendix

**Question 8:**

*Identify the academic authorities outside the department of athletics responsible for conducting the institution’s academic support services evaluation and explain the process used in selecting these individuals to ensure they...*
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do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution’s most recent academic support services evaluation.

Members of the committee: Susan Barge, Associate Provost for Strategic Initiatives; Bonnie Dow, Associate Professor of Communication Studies; Ben Frazee, Graduate Student; Rich Germano, Assistant Vice Chancellor, Planning and Operations; Bob Pitz, Professor of Mechanical Engineering; Fran Spurrier, Associate Director, Planning and Operations; Sarah Wiggers, Graduate Student.

These individuals were selected by the Provost of Vanderbilt University, who also serves currently as the Faculty Athletics Representative. None of the members of the committee hold day-to-day responsibilities in the academic support services area.

Question 9:
If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority’s involvement in the academic support services evaluation.

No outside individual or entity was used in the Academic Support Services Evaluation process.

Question 10:
Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

Members of the Academic Support Services Evaluation Committee primarily used direct interviews with pertinent members of the Vanderbilt Community to review academic support services. These interviews were held from November 15, 2010 through December 15, 2010. Interviewees included: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, General Counsel, and Secretary of the University.

Each interviewee was asked different questions based on their area of expertise, with one exception – the SAAC members were all given an anonymous, written survey that allowed members to provide private, confidential feedback. Additionally, two members of the Academic Support Services Evaluation Committee were present at each interview to ensure that all information was collected with as much detail as possible.

Upon completion of the interviews, two members of the Academic Support Services Evaluation Committee compiled a rough draft, and on January 7, 2011, the remaining members of the committee met to revise, edit, and approve the first draft into the final Academic Support Services Evaluation. Following this meeting, the final edit was submitted to the Vanderbilt University Provost and was officially approved on January 10, 2011.

Members of the committee: Susan Barge, Associate Provost for Strategic Initiatives; Bonnie Dow, Associate Professor of Communication Studies; Ben Frazee, Graduate Student; Rich Germano, Assistant Vice Chancellor, Planning and Operations; Bob Pitz, Professor of Mechanical Engineering; Fran Spurrier, Associate Director, Planning and Operations; Sarah Wiggers, Graduate Student.
Question 11:

Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

a. The plan(s) or action(s) implemented; and
b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

No corrective actions were recommended.

Question 12:

List the most recent APR Improvement Plans developed and approved by the institution for any team if required by the NCAA Division I Committee on Academic Performance. In each case, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve.

Academic Improvement Plan for Women's Bowling

In the fall of 2004, Vanderbilt initiated a Women's Bowling Team. The team was comprised of members of the general Vanderbilt student body who had participated on the club bowling team at Vanderbilt. All participants who were chosen for the team were in good academic standing. During the fall of the team’s inception, one of the bowlers received a 0.850 semester GPA, and in the spring plummeted further and left Vanderbilt with a cumulative 1.956 GPA. The resultant APR for the team was 12 of 14 APR points, and an APR score of 857.

An error that occurred in this situation was the assumption that a student pulled from the general student population in good academic standing was not at risk for academic failure and did not need to be followed closely by the Academic Support team. Since that time, changes have been made to the responsibilities and expectations of Academic Counselors such that now all counselors are required to meet with freshmen and at-risk student-athletes at least weekly, and upper class and non-at-risk student-athletes on at least an every-other-week basis. This change was made with the expectation that closer contact with every student-athlete will result in fewer student-athletes “falling through the cracks,” as was the case with the Women's Bowler above. The Academic Counselor covering the Bowling Team left for another institution, and the Bowling Team is now covered by a counselor who covers only two sports: Bowling and Men’s Basketball.

Since the above changes were instituted, the team members have improved academically and raised the team's APR. They achieved the highest team GPA for the 2005-06 year, with a 3.489 team GPA; they followed that up with a 3.359 team GPA for the 2006-07 academic year. Women’s Bowling received 24 of 24 possible APR points, and an APR rate of 1000 for 2005-06.

Academic Improvement Plan for Women's Golf

For the 2003-2004 academic year, the Vanderbilt University Women’s Golf Team achieved 18 of 20 APR points, and an APR score of 900, below the 925 approved APR percentage. The team lost two points due to one player leaving the University in the spring of 2004.

Errors and omissions that occurred in the Academic Support of this student-athlete center on the fact that she was not followed closely because she was not an at-risk student-athlete, and had a cumulative GPA of 2.629 before the start of her spring semester; she was not followed as closely as were student-athletes considered to be at-risk or in danger of academic difficulty.
Many changes have occurred in Vanderbilt's Athletics Program since the spring of 2004. There was a change in the leadership of the athletics department. Additionally, four Directors of Sport Operations positions were created; these Directors have oversight over approximately four sports each. The academic counselor covering the Women's Golf Team was terminated, and there was a change in the Directorship of Academic Support, as well as in the number and structure of academic counselors covering teams. There was also a change in the responsibilities and expectations of academic counselors – partly as a result of the Women’s Golf situation – such that now all counselors are required to meet with freshmen and at-risk student-athletes at least weekly, and upper class and non-at-risk student-athletes on at least an every-other-week basis. This change was made with the expectation that closer contact with every student-athlete will result in fewer student-athletes “falling through the cracks,” as was the case with the Women’s Golfer above. In January 2007, the Director of Academic Support assumed responsibilities for counseling the Women’s Golf team.

The results of the reorganization as they pertain to the Women’s Golf team have been the attainment of increasing APR rates: 929 (26 of 28 points) for the 04-05 year, and 1000 (28 of 28) for the 05-06 year.

**Question 13:**

*If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.*

No plans of improvement have been developed.
Academic Integrity

Academic Integrity Charts

Special Admissions

FOR FIRST-YEAR STUDENTS GENERALLY
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. Include all first-year students entering the institution during the year.

Column 1: Calculate this percentage by dividing the number of entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of entering first-year student-athletes receiving athletics aid who were admitted through special exception provisions during the four most recent academic years. Include all first-year athletes receiving athletics aid through the most recent academic year’s data first.

Column 2: Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid through special exception provisions by the total number of entering first-year students entering the institution during the year.

Percent of Specially Admitted Students

<table>
<thead>
<tr>
<th>Year</th>
<th>All First-Year Students</th>
<th>All First-Year Student-Athletes on Athletics Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

1Institutions that do not award athletics aid should complete this data for first-year student-athletes who were recruited in accordance with NCAA Division I Bylaw 13.02.3.1.

Notes: Institutions are not required to report data if the number of students in a group is too small.

Name of person completing this chart: __

Title: __

Special Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid. Include all first-year student-athletes during the four most recent academic years.

2. Indicate the total number of entering first-year student-athletes receiving athletics aid. Include all first-year student-athletes during the most recent academic year’s data first.

All First-Year Student-Athletes

<table>
<thead>
<tr>
<th>Sport</th>
<th>Male (Non-Athletes)</th>
<th>Female (Non-Athletes)</th>
<th>Male (Athletes)</th>
<th>Female (Athletes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Wrestling/Rowing</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Tennis/Track/Field Hockey</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Men’s (Women’s) Soccer/Field Hockey</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Women’s (Men’s) Basketball</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Women’s (Men’s) Cross Country</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Men’s (Women’s) Track and Field</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Women’s (Men’s) Other Sports</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>

1Institutions that do not award athletics aid should complete this data for first-year student-athletes who were recruited in accordance with NCAA Division I Bylaw 13.02.3.1.

Notes: Institutions are not required to report data if the number of students in a group is too small.

Name of person completing this chart: __

Title: __

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male Students*</th>
<th>Male Student Athletes</th>
<th>Female Students*</th>
<th>Female Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Standardized Test Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
</tr>
<tr>
<td>2000</td>
<td>1378</td>
<td>8102</td>
<td>36</td>
<td>1346</td>
</tr>
<tr>
<td>2007</td>
<td>1341</td>
<td>8064</td>
<td>33</td>
<td>1350</td>
</tr>
<tr>
<td>2008</td>
<td>1412</td>
<td>1062</td>
<td>56</td>
<td>1345</td>
</tr>
<tr>
<td>2009</td>
<td>1430</td>
<td>1038</td>
<td>28</td>
<td>1390</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Roberta

Title: Director, Vanderbilt Institutional Research Group

*All first-year students generally (including athletes). The statement does not say to exclude athletes from the first-year students, so I did not exclude them from the student counts/avgs.
## Academic Integrity

### Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

**FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID**

#### Racial or Ethnic Group - All Entering First-Year Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian/AN</th>
<th>Average Standardized Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>189</td>
<td>1406 109 1176 118 1290 66 1383 900 1540 10 1595 208</td>
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<tr>
<td>2007</td>
<td>1407</td>
<td>1174 74 1297 101 1399 1003 1252 17 1400 117</td>
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<tr>
<td>2008</td>
<td>1418</td>
<td>126 1223 107 1333 79 1421 1004 1317 28 1385 150</td>
</tr>
<tr>
<td>2009</td>
<td>1471</td>
<td>128 1362 129 1433 94 1535 141 1393 143</td>
</tr>
</tbody>
</table>

#### Racial or Ethnic Group - All Entering First-Year Student/Athletes on Aid

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian/AN</th>
<th>Average Standardized Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>189</td>
<td>1070 1 191 13 1177 32 0 1785 16</td>
</tr>
<tr>
<td>2007</td>
<td>1073</td>
<td>96 176 19 1197 19 1047 17 1253 15</td>
</tr>
<tr>
<td>2008</td>
<td>1133</td>
<td>1043 17 0 1170 43 630 1 1086 18</td>
</tr>
<tr>
<td>2009</td>
<td>1200</td>
<td>103 0 0 1181 30 1300 1 1087 15</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Roberta Bill
Title: Director, Vanderbilt Institutional Research Group

### Test Scores and GPA by Sport

**FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID**

#### Sport Group

<table>
<thead>
<tr>
<th>Sport Group</th>
<th>Men’s Cross Country</th>
<th>Men’s Track/Cross Country</th>
<th>Men’s Other Sports and Mixed Sports</th>
<th>Women’s Cross Country</th>
<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>24</td>
<td>3.14</td>
<td>3.22</td>
<td>3.65</td>
<td>3.70</td>
<td>3.57</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>24</td>
<td>3.14</td>
<td>3.22</td>
<td>3.65</td>
<td>3.70</td>
<td>3.57</td>
</tr>
<tr>
<td>Baseball</td>
<td>24</td>
<td>3.14</td>
<td>3.22</td>
<td>3.65</td>
<td>3.70</td>
<td>3.57</td>
</tr>
<tr>
<td>Men’s All</td>
<td>24</td>
<td>3.14</td>
<td>3.22</td>
<td>3.65</td>
<td>3.70</td>
<td>3.57</td>
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<tr>
<td>Women’s All</td>
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<td>3.14</td>
<td>3.22</td>
<td>3.65</td>
<td>3.70</td>
<td>3.57</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Roberta Bill
Title: Director, Vanderbilt Institutional Research Group

### Federal Graduation Rates - Comparison Chart

<table>
<thead>
<tr>
<th>FGR</th>
<th>All Student</th>
<th>Student Athlete</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>2008-09</td>
<td>2008-09</td>
</tr>
</tbody>
</table>

Information obtained to complete this chart:
* 2008-2009 NCAA Federal Graduation Rates Report

95 | 273
### Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

#### Men’s Team

<table>
<thead>
<tr>
<th>Team</th>
<th>All NCAA Athletes</th>
<th>All Hispanic Athletes</th>
<th>Two or More Races</th>
<th>Native American Athletes</th>
<th>Black/African American Athletes</th>
<th>White Non-Hispanic Athletes</th>
<th>Alaska Native Athletes</th>
<th>Pacific Islander Athletes</th>
<th>All Male Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>90.1%</td>
<td>92.0%</td>
<td>90.2%</td>
<td>91.0%</td>
<td>89.1%</td>
<td>89.0%</td>
<td>89.2%</td>
<td>89.3%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Basketball</td>
<td>91.2%</td>
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<td>91.3%</td>
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<td>90.2%</td>
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<tr>
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<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Football</td>
<td>79.0%</td>
<td>80.0%</td>
<td>79.0%</td>
<td>80.0%</td>
<td>79.0%</td>
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<td>79.0%</td>
<td>80.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Golf</td>
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<td>88.0%</td>
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</tr>
<tr>
<td>Soccer</td>
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<td>90.0%</td>
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<td>90.0%</td>
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<td>90.0%</td>
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<tr>
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</tr>
</tbody>
</table>

#### Women’s Team

<table>
<thead>
<tr>
<th>Team</th>
<th>All NCAA Athletes</th>
<th>All Hispanic Athletes</th>
<th>Two or More Races</th>
<th>Native American Athletes</th>
<th>Black/African American Athletes</th>
<th>White Non-Hispanic Athletes</th>
<th>Alaska Native Athletes</th>
<th>Pacific Islander Athletes</th>
<th>All Female Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>85.0%</td>
<td>87.0%</td>
<td>85.0%</td>
<td>87.0%</td>
<td>85.0%</td>
<td>87.0%</td>
<td>85.0%</td>
<td>87.0%</td>
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<td>88.0%</td>
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<tr>
<td>CC Track</td>
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</tr>
<tr>
<td>Football</td>
<td>75.0%</td>
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<td>76.0%</td>
<td>75.0%</td>
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</tr>
<tr>
<td>Golf</td>
<td>85.0%</td>
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<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
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<td>Soccer</td>
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<td>Tennis</td>
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</tr>
</tbody>
</table>

### Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 3-6 below)

#### Men’s Team

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team</strong></td>
<td><strong>All Male Students FGR</strong></td>
<td><strong>All Male Students FGR</strong></td>
<td><strong>All Male Students FGR</strong></td>
<td><strong>All Male Students FGR</strong></td>
<td><strong>All Male Students FGR</strong></td>
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<td>89%</td>
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<tr>
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<td>89%</td>
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<td>89%</td>
</tr>
<tr>
<td>CC Track</td>
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</tr>
<tr>
<td>Football</td>
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<td>79%</td>
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</tr>
<tr>
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<tr>
<td>Tennis</td>
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<td>71%</td>
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</tbody>
</table>

#### Women’s Team

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team</strong></td>
<td><strong>All Female Students FGR</strong></td>
<td><strong>All Female Students FGR</strong></td>
<td><strong>All Female Students FGR</strong></td>
<td><strong>All Female Students FGR</strong></td>
<td><strong>All Female Students FGR</strong></td>
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<tr>
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<td>89%</td>
<td>89%</td>
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<tr>
<td>Football</td>
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<tr>
<td>Golf</td>
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</tr>
<tr>
<td>Soccer</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Tennis</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>
### Academic Integrity

#### Academic Progress Rates

Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report (Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart (Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 4 below)

<table>
<thead>
<tr>
<th>Team</th>
<th>Multi-Year APR</th>
<th>Team Projected PGR</th>
<th>All Students PGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>1000</td>
<td>%</td>
<td>89%</td>
</tr>
<tr>
<td>Basketball</td>
<td>985</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>1000</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>975</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>967</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>967</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>1000</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

#### Graduation Success Rates

Information obtained to complete this chart
- 2008-2009 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 3 below)

<table>
<thead>
<tr>
<th>Team</th>
<th>Team GSR</th>
<th>All SAxGSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Basketball</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>CC Track</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

#### Women's Team

<table>
<thead>
<tr>
<th>Team</th>
<th>Team GSR</th>
<th>All SAxGSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>CC Track</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Lacrosse</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
## Academic Integrity

### Retention Rates - Men's Sports

Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

<table>
<thead>
<tr>
<th>Men's Team</th>
<th>Am. Ind/AN</th>
<th>Asian</th>
<th>Native Hawaiian/PI</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White/Non-Hispanic</th>
<th>NR, Alien</th>
<th>Two or More Races</th>
<th>Unknown</th>
<th>Team Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>**</td>
<td>998</td>
<td>988</td>
<td>968</td>
<td>981</td>
<td>975</td>
<td>987</td>
<td>**</td>
<td>987</td>
<td>987</td>
</tr>
<tr>
<td>Basketball</td>
<td>**</td>
<td>988</td>
<td>988</td>
<td>968</td>
<td>981</td>
<td>975</td>
<td>987</td>
<td>**</td>
<td>987</td>
<td>987</td>
</tr>
<tr>
<td>Cross Country</td>
<td>1000</td>
<td>1000</td>
<td>951</td>
<td>977</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>984</td>
<td>984</td>
</tr>
<tr>
<td>Football</td>
<td>1000</td>
<td>1000</td>
<td>951</td>
<td>977</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>984</td>
<td>984</td>
</tr>
<tr>
<td>Golf</td>
<td>1000</td>
<td>1000</td>
<td>951</td>
<td>977</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>984</td>
<td>984</td>
</tr>
<tr>
<td>Soccer</td>
<td>**</td>
<td>1000</td>
<td>1000</td>
<td>944</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>984</td>
<td>984</td>
</tr>
<tr>
<td>Tennis</td>
<td>1000</td>
<td>1000</td>
<td>959</td>
<td>1000</td>
<td>979</td>
<td>944</td>
<td>988</td>
<td>988</td>
<td>975</td>
<td>975</td>
</tr>
<tr>
<td>ALL M's SA's</td>
<td>1000</td>
<td>1000</td>
<td>959</td>
<td>1000</td>
<td>979</td>
<td>944</td>
<td>988</td>
<td>988</td>
<td>975</td>
<td>975</td>
</tr>
<tr>
<td>ALL Male SA's</td>
<td>1000</td>
<td>1000</td>
<td>959</td>
<td>1000</td>
<td>979</td>
<td>944</td>
<td>988</td>
<td>988</td>
<td>975</td>
<td>975</td>
</tr>
</tbody>
</table>

### Retention Rates - Women's Sports

Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

<table>
<thead>
<tr>
<th>Women's Team</th>
<th>Am. Ind/AN</th>
<th>Asian</th>
<th>Native Hawaiian/PI</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White/Non-Hispanic</th>
<th>NR, Alien</th>
<th>Two or More Races</th>
<th>Unknown</th>
<th>Team Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>928</td>
<td>982</td>
<td>982</td>
<td>982</td>
<td>982</td>
<td>982</td>
<td>982</td>
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<td>982</td>
<td>982</td>
</tr>
<tr>
<td>Bowling</td>
<td>**</td>
<td>978</td>
<td>978</td>
<td>978</td>
<td>978</td>
<td>978</td>
<td>978</td>
<td>**</td>
<td>978</td>
<td>978</td>
</tr>
<tr>
<td>Cross Country</td>
<td>962</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>959</td>
<td>959</td>
<td>959</td>
<td>**</td>
<td>959</td>
<td>959</td>
</tr>
<tr>
<td>Golf</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>994</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>944</td>
<td>944</td>
<td>944</td>
<td>**</td>
<td>944</td>
<td>944</td>
</tr>
<tr>
<td>Soccer</td>
<td>985</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>986</td>
<td>986</td>
<td>986</td>
<td>**</td>
<td>986</td>
<td>986</td>
</tr>
<tr>
<td>Swimming</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Tennis</td>
<td>1000</td>
<td>1000</td>
<td>977</td>
<td>977</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>**</td>
<td>984</td>
<td>984</td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>**</td>
<td>977</td>
<td>977</td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
<td>977</td>
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<tr>
<td>ALL W's SA's</td>
<td>1000</td>
<td>1000</td>
<td>976</td>
<td>1000</td>
<td>976</td>
<td>944</td>
<td>988</td>
<td>988</td>
<td>975</td>
<td>975</td>
</tr>
<tr>
<td>ALL Female SA's</td>
<td>1000</td>
<td>1000</td>
<td>978</td>
<td>1000</td>
<td>981</td>
<td>944</td>
<td>988</td>
<td>988</td>
<td>982</td>
<td>982</td>
</tr>
</tbody>
</table>
Gender/Diversity Issues and Student-Athlete Well-Being
Operating Principle 3.1

Gender Issues

Question 1:

List all "conditions for certification" imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:

a. The original “condition” imposed
b. The action(s) taken by the institution
c. The date(s) of the action(s)
d. An explanation for any partial or noncompletion of such required actions.

Note: the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

No conditions for certification were issued to Vanderbilt in Cycle 2.

Question 2:

Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification processes. For each issue identified, provide:

a. The original goal(s)
b. The step(s) taken by the institution to achieve the goal(s)
c. The date(s) the step(s) was completed
d. An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve the goal.

The Committee will not accept the following explanations for partial or non-completion:
1. The institution did not possess sufficient funds to implement the plan; and
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or non-completion:
The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

Vanderbilt University was found to be in conformity with the majority of the Operating Principles for gender issues during the Second Cycle Peer Review. Based on the plan for improvement which the University created, the Peer Review Team made several recommendations for additional actions to be taken. While the original gender issues plan for improvement was not implemented, Vanderbilt initiated a different (modified) plan which achieved the goals of the Cycle 2 gender issues plan and has resulted in more effective improvements in the athletics program. In September 2003, Vanderbilt restructured its Department of Athletics and placed it under the Division of Student Life to allow student-athletes the same kind of collegiate experience as other students. The reorganization allowed for a closer collaboration between Athletics and other entities within the Division of Student Life, including, but not limited to, the Women’s Center, Campus Events, and Greek Life. The Division of Student Life is now a part of the Office of the Dean of Students. Athletics remains under the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University. However, there is still close collaboration on incorporating student-athletes into campus life. Where recommendations were made, Vanderbilt did take sufficient actions as listed below.
1. **(a) Establish a Title IX committee of 7-8 persons.**
   
   (b) A Title IX and Diversity Committee was established in 2006 to address issues of gender and diversity. Since Title IX extends beyond the scope of Athletics, the department could not assume sole responsibility for a University Title IX committee. The committee held monthly meetings and consisted of faculty, students, and staff throughout the University. The committee developed a questionnaire to gather information from student-athletes, coaches, and staff for the purposes of reviewing gender and diversity issues. This committee currently exists within Athletics as the Diversity Committee.
   
   (c) A Title IX and Diversity Committee was established in 2006. This committee reviews diversity and gender issues.
   
   (d) Not applicable

2. **(a) The Director of Athletics will copy the Title IX committee on all compliance reports.**

   (b) The Director of Athletics position was eliminated when the department was restructured, but additional personnel assumed responsibility for compliance reports. (These people were the Senior Woman Administrator (SWA), a Vice Chancellor for Finance, and two compliance coordinators) The SWA serves as administrator for the Diversity Committee.

   (c) in 2003. (d) Not applicable

3. **(a) The Title IX Committee will review the Athletics Director’s annual reports and submit a bi-annual report.**

   (b) The Director of Athletics position was eliminated when the department was restructured; a Diversity Committee was established (c) in 2006 which meets monthly and evaluates the quality of life for women and minority staff and student-athletes. The Diversity Committee meets regularly with the Athletics management team.

   (d) Not applicable

4. **(a) Decrease the 7.4 percent gap that exists between participation rate and enrollment rate of women students.**

   (b) Men’s soccer was eliminated (c) in 2005 and Women’s bowling was established in order to allow more opportunity for women’s participation in the Athletics program. Women’s swimming was also added in Fall 2007. The average 3-year participation rate of women student-athletes (52%) is equal to the enrollment rate of women students (52%). Therefore, this goal has been completed.

   (d) Not applicable

5. **(a) Make sure coaches are compensated based on experience.**

   (b) A compensation analysis for all University employees, not just Athletics staff, is conducted (c) annually in conjunction with the preparation of the Affirmative Action Plan. All persons are compensated based on requisite qualifications, education, experience, and market conditions. The University’s annual affirmative action plan, of which the compensation analysis is a part, successfully passed a governmental review in 2008. The Office of Federal Contract Compliance Programs (OFCCP) of the U.S. Department of Labor documented its review of the university’s affirmative action program and supporting data. Successfully passing such scrutiny is a strong endorsement of Vanderbilt’s efforts to comply fully and faithfully with EEO and AA guidelines, including procedures relating to
Operating Principle 3.1
Gender Issues

compensation. OFCCP audits are not performed on a regular basis, but are triggered by the award of government contracts of $10 million or more, as was the case in this instance.
(d) Not applicable

6. (a) Goal: Provide additional recruiting funds for some sports.
(b) Steps taken: Although the economy has suffered challenging times in the last several years, budgets for women’s sports, particularly women’s basketball, were increased.
(c) Date implemented: In the Fall of 2007, $75,000 was added to the women’s basketball recruiting line.
(d) Not applicable

Question 3:
Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:
   a. The additional goal
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

While a goal was not established, the department took additional steps to further enhance gender and diversity. For example, Athletics collaborated with the Women’s Center to offer programs for the student-athletes on topics such as violence against women. Sex Signals, a workshop about domestic and dating violence awareness has been provided for the student-athletes and Athletes Against Assault, a collaborative effort with the Women’s Center, was also offered. Improvements were made to the women’s basketball locker room. The women’s bowling program added a full-time assistant coach in 2010-2011 and women’s swimming also added a full-time assistant coach in 2009-2010. Since the Cycle 2 certification, women’s soccer scholarships were increased to the NCAA limit of 14. There is also a plan to incrementally increase scholarships offered in women’s swimming and women’s bowling over the next several years.

Question 4:
Explain how the institution is organized to further its efforts related to the gender-issues operating principle for department of athletics staff, coaches and student-athlete.

The Department of Athletics previously reported directly to the Chancellor, but as of January 1, 2003, organizational changes were implemented. In September 2003, Vanderbilt restructured its Department of Athletics and placed it under the Division of Student Life to allow student-athletes the same kind of collegiate experience as other students. The Department of Athletics now reports directly to the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University, in order to better integrate intercollegiate athletics and student life.

The Equal Opportunity, Affirmative Action, and Disability Services (EAD) Office is committed to equal opportunity and affirmative action for faculty, housestaff, staff, students, and the leadership of Vanderbilt University. The Equal Opportunity and Affirmative Action Policy has recently been revised and is compliant with federal law. The Equal Opportunity Notice states, “In compliance with federal law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, and the Uniformed Services Employment and
Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, religion, color, national or ethnic origin, age, disability, or military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other University-administered programs; or employment. In addition, the University does not discriminate against individuals on the basis of their sexual orientation, gender identity, or gender expression consistent with the University’s nondiscrimination policy. Inquiries or complaints should be directed to Anita J. Jenious, J.D., Director; the Equal Opportunity, Affirmative Action, and Disability Services Department; Baker Building; PMB 401809, 2301 Vanderbilt Place; Nashville, TN 37240-1809. Telephone (615) 322-4705 (V/TDD); FAX (615) 343-4969.” It is the responsibility of both University supervisors and the EAD to ensure adherence and monitor compliance of Vanderbilt’s Equal Opportunity and Affirmative Action Policy. The Director of the EAD is also the University’s Title IX, Title VI, and ADA coordinator.

A seminar is offered to faculty and staff by the EAD that discusses diversity in the workplace, sexual harassment, the Americans with Disabilities Act, and Vanderbilt’s Affirmative Action Program. It also covers pertinent Vanderbilt policies, administrative responsibilities, and procedures for filing a grievance and completing a Self-Audit Report. Workshops on Attitudes toward Differences, Sexual Harassment, and Disabilities are also available. In addition, Vanderbilt Human Resources, the Vanderbilt Faculty Manual, and the Vanderbilt Housestaff Manual has Equal Opportunity and Affirmative Action Policies, Anti-Harassment Policies, Domestic Partner Benefit Policies, and an Adoption Assistance Policy available to all faculty and staff.

The Life Skills program, established by the athletics department for all student-athletes, is committed to promoting sportsmanship, equity, fair play, and integrity. The Life Skills program is another avenue by which gender and diversity are promoted to student-athletes.

The Student-Athlete Advisory Committee (SAAC) is a leadership committee for student-athletes. The mission of the NCAA Student-Athlete Advisory Committee is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare, and fostering a positive student-athlete image. Each sports team has equal representation on the SAAC. The SAAC offers input on the rules, regulations, and policies that affect student-athletes’ lives in NCAA member institutions.

Question 5:
Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics makes monitoring and evaluating gender issues a part of everyday operations. This is done primarily through the senior administration within the department. Associate athletic directors meet on a weekly basis, and gender-issues are frequent topics of discussion. Along this same vein, senior administrators hold regular meetings with all coaches, head coaches, and the Student-Athlete Advisory Committee (SAAC). In each of these meetings, any gender concerns are discussed and addressed. In addition to these efforts, the athletics department has an Athletics Diversity Committee, which meets regularly to discuss gender-issues within the athletics department. This committee also holds forums for staff and coaches. The Student-Athlete Advisory Committee meets on a bi-weekly basis and regularly to discuss gender-issues.

Question 6:
Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.
Operating Principle 3.1
Gender Issues

The gender balance in the athletics department reflects the gender balance of the student body. However, Vanderbilt continues to provide opportunities to discuss gender issues. A seminar is offered to faculty and staff by the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD) in which participants discuss diversity in the workplace, sexual harassment, the Americans with Disabilities Act, and Vanderbilt's Affirmative Action Program. This seminar also covers pertinent Vanderbilt policies, administrative responsibilities, and procedures on how to file a grievance and complete a Self-Audit Report. Workshops on diversity, sexual harassment, and disabilities are also available to all members of the Vanderbilt community. In addition, Vanderbilt has nondiscrimination policies, anti-harassment policies, Domestic Partner Benefit Policies, and an Adoption Assistance Policy available to all faculty and staff. The EAD also collaborates with Human Resources, the Margaret Cuninggim Women's Center, Diversity in Medical Education Office, the Sexual Assault Center, and the School of Nursing's Diversity Group. These offices and organizations offer services to student-athletes and the entire student body.

The Life Skills program set up by the athletics department for all student-athletes is committed to promoting sportsmanship, equity, fair play, and integrity. This program promotes gender and diversity equality for all student-athletes. The Student-Athlete Advisory Committee (SAAC) collaborates with Athletics administration on issues regarding student-athletes. Other organizations and clubs available to all Vanderbilt students, including student-athletes, encompass a variety of Vanderbilt-recognized protected categories, including age, disability, sex/gender, military service, religious/spiritual denominations, race/national origin/color, and sexual orientation/gender-identity/gender-expression. A list of these clubs and organizations can be found at http://www.vanderbilt.edu/ead/orgs.html.

Question 7:

For the three most recent academic years in which information is available, analyze the institution's Equity in Athletics Disclosure Act (EADA) report (participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

**2008** EADA total full-time undergraduate student population: 3,490 Men representing 48%; 3,490 representing 51%

- Male athletes: 191 (48%)
- Female athletes: 209 (52%)
- Head Coaches for Men's Sports: 6 (43%)
- Head Coaches for Women's Sports: 8 (57%)
- Head Coaches for Men's Sports FTE: 6 (43%)
- Head Coaches for Women's Sports FTE: 8 (57%)
- Assistant Coaches for Men's Sports: 18 (62%)
- Assistant Coaches for Women's Sports: 11 (38%)
- Assistant Coaches for Men's Sports FTE: 18 (64%)
- Assistant Coaches for Women's Sports FTE: 10.05 (36%)
- Recruiting for Men's Sports: (75%)
- Recruiting for Women's Sports: (25%)

**2007** EADA total full-time undergraduate student population: 3,096 Men representing 47%; 3,436 Women representing 53%

- Male athletes: 189 (46%)
- Female athletes: 223 (54%)
- Head Coaches for Men's Sports: 6 (43%)
- Head Coaches for Women's Sports: 8 (57%)
- Head Coaches for Men's Sports FTE: 6 (43%)
Gender Issues

Head Coaches for Women’s Sports FTE: 8 (57%)
Assistant Coaches for Men’s Sports: 17 (62%)
Assistant Coaches for Women’s Sports: 12 (38%)
Assistant Coaches for Men’s Sports FTE: 17 (62%)
Assistant Coaches for Women’s Sports FTE: 10.25 (38%)
Recruiting for Men’s Sports: (75%)
Recruiting for Women’s Sports: (25%)

2006 EADA total full-time undergraduate student population: 3,055 Men representing 48%; 3,323 Women representing 52%

Male athletes: 185 (50%)
Female athletes: 189 (50%)
Head Coaches for Men’s Sports: 6 (43%)
Head Coaches for Women’s Sports: 8 (57%)
Head Coaches for Men’s Sports FTE: 6 (43%)
Head Coaches for Women’s Sports FTE: 8 (57%)
Assistant Coaches for Men’s Sports: 17 (62%)
Assistant Coaches for Women’s Sports: 11 (40%)
Assistant Coaches for Men’s Sports FTE: 16.03 (60%)
Assistant Coaches for Women’s Sports FTE: 10.05 (40%)
Recruiting for Men’s Sports: (79%)
Recruiting for Women’s Sports: (21%)

3-Year Averages: EADA total full-time undergraduate student population: 3,109 Men representing 48%; 3,416 Women representing 52%

Male athletes: 188 (48%)
Female athletes: 207 (52%)
Head Coaches for Men’s Sports: 6 (43%)
Head Coaches for Women’s Sports: 8 (57%)
Head Coaches for Men’s Sports FTE: 6 (43%)
Head Coaches for Women’s Sports FTE: 8 (57%)
Assistant Coaches for Men’s Sports: 17.3 (60%)
Assistant Coaches for Women’s Sports: 11.3 (40%)
Assistant Coaches for Men’s Sports FTE: 17.01 (62%)
Assistant Coaches for Women’s Sports FTE: 10.3 (38%)
Recruiting for Men’s Sports: (76%)
Recruiting for Women’s Sports: (24%)

The Gender and Diversity and Student-Athlete Well-Being Sub-committee compiled these numbers from the last three years Equity in Athletics Disclosure Act Report.

Participation numbers are identical to the school’s gender percentages. The average percentage of female student-athletes was 52% while the school’s female undergraduate population was also 52%. The average percentage of male student-athletes was 48% compared to 48% of the undergraduate student population.

With respect to other areas noted in the EADA Report there appears to be a salary disparity between male and female coaches in sports that are directly comparable. Although there are some disparities, Vanderbilt sets coaches’ salaries based on experience, success, whether the sport is revenue producing, and the coaching
Operating Principle 3.1
Gender Issues

In the area of recruiting, data indicates that more funds are being spent on recruiting for the men's sports than the women's sports. The largest gap was noted in academic year 2006-2007 where the women spent 21% of their recruiting funds, while men's sports spent 79%. Although the gap in that year was substantial, if you look at an individual sport, basketball for example, the disparity is much smaller with an 18% difference. We can conclude the discrepancies result mainly from the football team recruiting expenses. However, on a sport-by-sport basis the discrepancies are less significant. Although there is a gap between the percentage of recruitment dollars spent and the participation percentage of male and female student-athletes, by virtue of the budgets that are provided for recruiting, and the commitment of additional funds to recruit viable student-athlete prospects given to head coaches, we determine that while deficient in numbers, this deficiency is not an equity issue.

Question 8:

For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement. See Appendix H for specified expense categories.

Having analyzed Vanderbilt’s NCAA financial reports for the relevant time periods, the committee has determined that while financial differences exist in some sports, these differences are not due to gender-related issues, but rather to the unique attributes of intercollegiate athletics. Vanderbilt sets coaches’ salaries based on experience, success, and the coaching job market. All coaches are paid fairly based on these attributes. Also, differences in promotional budgets relate to the amount of revenue that each sport creates; for example, there is a good deal of cross-promotion between men's and women's basketball. Finally, while there is a difference in the number of male versus female assistant coaches, this factor is due to the large number of coaches required by football. The financial reports for the relevant time periods have been evaluated and analyzed by each sport offered and there are no substantial disparities with regards to gender. It is also noteworthy that the institution's participation rate for women athletes slightly exceeds the enrollment rate for same and is therefore substantially proportionate. Also, when looking at female and male student-athletes in teams that are directly comparable, women exceed men in the scholarship dollars awarded.

8.1 Student Aid
FY2006 Male Student-Athletes
Baseball: 22 students receiving 12.2 Equivalencies totaling $593,032
Basketball: 11 students receiving 12.8 Equivalencies totaling $623,937
Football: 85 students receiving 88.9 Equivalencies totaling $4,333,878
Golf: 10 students receiving 4.4 Equivalencies totaling $213,515
Tennis: 9 students receiving 8.4 Equivalencies totaling $407,745
Total: 137 students (54%) receiving 122.9 Equivalencies (65%) totaling $5,986,239 (65%)

FY2006 Female Student-Athletes
Basketball: 12 students receiving 12.9 Equivalencies totaling $628,250
Bowling: 6 students receiving 1.8 Equivalencies totaling $86,660
Golf: 7 students receiving 6.3 Equivalencies totaling $306,639
Lacrosse: 26 students receiving 12.2 Equivalencies totaling $593,339
Soccer: 17 students receiving 12.6 Equivalencies totaling $614,566
Swimming: 23 students receiving 0.2 Equivalencies totaling $975
Tennis: 9 students receiving 8.4 Equivalencies totaling $407,745

8.2 Athletics Facilities

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Operating Principle 3.1
Gender Issues

Track and Field: 15 students receiving 12.4 Equivalencies totaling $604,025
Total: 115 students (46%) receiving 66.5 Equivalencies (35%) totaling $3,242,199 (35%)

FY2007 Male Student-Athletes
Baseball: 19 students receiving 12.7 Equivalencies totaling $651,491
Basketball: 14 students receiving 14.6 Equivalencies totaling $746,067
Football: 88 students receiving 86.9 Equivalencies totaling $4,448,200
Golf: 11 students receiving 4.7 Equivalencies totaling $240,215
Tennis: 11 students receiving 4.4 Equivalencies totaling $226,038
Total: 143 students (58%) receiving 123.3 Equivalencies (64%) totaling $6,312,011 (64%)

FY2007 Female Student-Athletes
Basketball: 14 students receiving 15.1 Equivalencies totaling $771,545
Bowling: 5 students receiving 1.4 Equivalencies totaling $70,338
Golf: 6 students receiving 6.2 Equivalencies totaling $318,871
Lacrosse: 23 students receiving 11.5 Equivalencies totaling $599,456
Soccer: 18 students receiving 13 Equivalencies totaling $665,798
Swimming: 3 students receiving 1.3 Equivalencies totaling $66,790
Tennis: 8 students receiving 7.7 Equivalencies totaling $393,307
Track and Field: 15 students receiving 12 Equivalencies totaling $616,078
Total: 92 students (42%) receiving 68.2 Equivalencies (36%) totaling $3,492,183 (36%)

FY2008 Male Student-Athletes
Baseball: 22 students receiving 13 Equivalencies totaling $696,808
Basketball: 14 students receiving 14.7 Equivalencies totaling $788,322
Football: 99 students receiving 91.1 Equivalencies totaling $4,872,197
Golf: 10 students receiving 4.5 Equivalencies totaling $242,638
Tennis: 12 students receiving 4.9 Equivalencies totaling $263,087
Track and Field: 1 student receiving .1 Equivalencies totaling $6,000
Total: 158 students (59%) receiving 128.4 Equivalencies (62%) totaling $6,869,052 (62%)

FY2008 Female Student-Athletes
Basketball: 15 students receiving 15.9 Equivalencies totaling $851,174
Bowling: 7 students receiving 1.9 Equivalencies totaling $99,325
Golf: 7 students receiving 6.3 Equivalencies totaling $337,215
Lacrosse: 26 students receiving 12 Equivalencies totaling $638,967
Soccer: 20 students receiving 15.8 Equivalencies totaling $845,357
Swimming: 6 students receiving 2.6 Equivalencies totaling $139,094
Tennis: 7 students receiving 7 Equivalencies totaling $374,062
Track and Field: 21 students receiving 16.3 Equivalencies totaling $872,145
Total: 109 students (41%) receiving 77.7 Equivalencies (38%) totaling $4,157,339 (38%)

For each of the past three years for which data is available, Athletic Aid afforded to the underrepresented gender has been fair and equitable. While the female participation average is 43% for these three years, female athletes receive an average of 36.3% of the aid.

There are no deficiencies detected in this area.

8.2 Coaching Salaries, Benefits and Bonuses

8.3 Coaching, Other Compensation, and Benefits Paid by a Third Party
**Operating Principle 3.1
Gender Issues**

8.4 Support Staff/Administrative Salaries, Benefits, and Bonuses Paid by the University and Related Entities

8.5 Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party

Confidential financial/compensation information is not included in this report and has been redacted from the EADA reports. The Committee has reviewed this information and has included its summary analysis in response in Operating Principles 3.1 and 3.2.

8.6 Recruiting

FY2006 Men's Teams
Baseball $41,192
Basketball $147,874
Football $372,647
Golf $13,275
Tennis $7,023
Track $49
Total: $582,060 (79%)

FY2006 Women's Teams
Basketball $104,525
Bowling $3,453
Golf $7,435
Lacrosse $8,961
Soccer $12,674
Swimming $5,283
Tennis $3,646
Track $12,479
Total: $158,456 (21%)

FY2007 Men's Teams
Baseball $65,417
Basketball $166,463
Football $441,707
Golf $19,157
Tennis $13,012
Track $115
Total: $705,871 (75%)

FY2007 Women's Teams
Basketball $136,045
Bowling $5,105
Golf $17,121
Lacrosse $8,391
Soccer $20,608
Swimming $6,679
Tennis $13,901
Track $26,641
Total: $234,491 (25%)

FY2008 Men's Teams
Baseball $56,822
In the area of recruiting, data indicates that more funds are being spent on recruiting for the men’s sports than the women’s sports. The largest gap was noted in academic year 2006-2007 where the women spent 21% of their recruiting funds, while men’s sports spent 79%. Although the gap in that year was substantial, if you look at an individual sport, basketball for example, the disparity is much smaller with an 18% difference. We can conclude the discrepancies result mainly from the football team recruiting expenses. However, on a sport-by-sport basis the discrepancies are less significant. Although there is a gap between the percentage of recruitment dollars spent and the participation percentage of male and female student-athletes, by virtue of the budgets that are provided for recruiting, and the commitment of additional funds to recruit viable student-athlete prospects given to head coaches, we determine that while deficient in numbers, this deficiency is not an equity issue.

8.7 Team Travel

FY2006 Men’s Teams
Baseball $145,410
Basketball $582,392
Football $516,777
Golf $46,820
Tennis $65,343
Track $10,537
Total: $1,367,279 (65%)

FY2006 Women’s Teams
Basketball $250,670
Bowling $23,373
Golf $74,448
Lacrosse $124,875
Soccer $110,412
Swimming $19,270
Tennis $42,060
Track $81,946
Total: $727,094 (35%)

FY2007 Men’s Teams
Baseball $189,910
Basketball $475,956
Operating Principle 3.1
Gender Issues

Football $483,036
Golf $32,224
Tennis $61,963
Track $14,097
Total: $1,257,186 (58%)

FY2007 Women’s Teams
Basketball $361,408
Bowling $38,713
Golf $59,977
Lacrosse $131,049
Soccer $107,537
Swimming $35,359
Tennis $39,020
Track $128,003
Total: $901,066 (42%)

FY2008 Men’s Teams
Baseball $189,405
Basketball $519,216
Football $709,934
Golf $46,237
Tennis $56,989
Track $10,211
Total: $1,531,992 (61%)

FY2008 Women’s Teams
Basketball $379,650
Bowling $39,971
Golf $66,478
Lacrosse $163,073
Soccer $79,152
Swimming $61,702
Tennis $60,535
Track $124,705
Total: $975,266 (39%)

Team travel expenses are a result of competition schedules and tournament participation and the expenditures vary from year to year and differences are not a result of gender. We find no deficiency in this category.

8.8 Equipment, Uniforms and Supplies

Men’s Sports
Baseball (2006) 38 squad members; $83,510 (11%)
Baseball (2007) 36 squad members; $70,967 (9%)
Baseball (2008) 35 squad members; $166,890 (16%)
Baseball (3 years average) 36 squad member; $107,000 (12%)

Basketball (2006) 13 squad members; $43,916 (6%)
Basketball (2007) 15 squad members; $39,328 (5%)
Basketball (2008) 17 squad members; $89,991 (9%)
Basketball (3 years average) 15 squad members; $57,745 (7%)
Operating Principle 3.1
Gender Issues

Cross Country (2006) 10 squad members; $4,410 (.6%)
Cross Country (2007) 11 squad members; $7,131 (1%)
Cross Country (2008) 10 squad members; $6,207 (.6%)
Cross Country (3 years average) 10.3 squad members; $5,918 (.78%)

Football (2006) 105 squad members; $413,626 (56%)
Football (2007) 105 squad members; $335,244 (44%)
Football (2008) 109 squad members; $709,934 (70%)
Football (3 years average) 106 squad members; $486,268 (57%)

Golf (2006) 10 squad members; $13,280 (2%)
Golf (2007) 11 squad members; $23,756 (3%)
Golf (2008) 10 squad members; $13,580 (1%)
Golf (3 years average) 10.3 squad members; $16,878 (2%)

Tennis (2006) 10 squad members; $24,116 (3%)
Tennis (2007) 11 squad members; $27,054 (4%)
Tennis (2008) 10 squad members; $41,930 (4%)
Tennis (3 years average) 10.3 squad members; $31,000 (4%)

Men’s Teams Total Expenses for 2006: $582,858 (78%)
Men’s Total Participants for 2006: 185
Men’s Percentage of Participation for 2006: 49.50%

Men’s Teams Total Expenses for 2007: $503,480 (66%)
Men’s Total Participants for 2007: 189
Men’s Percentage of Participation for 2007: 45.90%

Men’s Teams Total Expenses for 2008: $761,414 (74%)
Men’s Total Participants for 2008: 191
(In Addition 2 Student athletes participated on a second sport)
Men’s Percentage of Participation for 2008: 47.80%

Women’s Sports
Basketball (2006) 12 squad members; $17,049 (2%)
Basketball (2007) 13 squad members; $73,929 (10%)
Basketball (2008) 14 squad members; $94,454 (9%)
Basketball (3 years average) 13 squad members; $61,810 (7%)

Bowling (2006) 10 squad members; $15,029 (2%)
Bowling (2007) 11 squad members; $17,788 (2%)
Bowling (2008) 11 squad members; $27,297 (3%)
Bowling (3 years average) 10.3 squad members; $20,038 (2%)

Cross Country/Track and Field Indoor/Outdoor (2006) 84 squad members; $38,080 (5%)
   (Track Indoor: 34; Track Outdoor: 33; Cross Country: 17)
Cross Country/Track and Field Indoor/Outdoor (2007) 107 squad members; $56,220 (7%)
   (Track Indoor: 41; Track Outdoor: 41; Cross Country: 25)
Cross Country/Track and Field Indoor/Outdoor (2008) 98 squad members; $49,075 (5%)
   (Track Indoor: 36; Track Outdoor: 36; Cross Country: 26)
   (Three year average) 96.3 squad members; $47,791 (6%)

Golf (2006) 10 squad members; $23,480 (3%)
Golf (2007) 7 squad members; $20,930 (3%)
Golf (2008) 7 squad members; $12,725 (1)
Operating Principle 3.1
Gender Issues

Golf (3 years average) 8.8 squad members; $19,046 (2%)

Lacrosse (2006) 27 squad members; $17,625 (2%)
Lacrosse (2007) 28 squad members; $35,489 (5%)
Lacrosse (2008) 28 squad members; $16,692 (2%)
Lacrosse (3 years average) 27.3 squad member; $23,268 (3%)

Soccer (2006) 21 squad members; $20,640 (3%)
Soccer (2007) 24 squad members; $40,303 (5%)
Soccer (2008) 23 squad members; $20,478 (2%)
Soccer (3 years average) 22.6 squad members; $20,947 (3%)

Swimming (2006) 20 squad members; $17,084 (2%)
Swimming (2007) 25 squad members; $7,806 (1%)
Swimming (2008) 19 squad members; $12,273 (1%)
Swimming (3 years average) 21.3 squad members; $12,387(1%)

Tennis (2006) 8 squad members; $12,640 (2%)
Tennis (2007) 8 squad members; $12,380 (2%)
Tennis (2008) 9 squad members; $28,729 (3%)
Tennis (3 years average) 8.3 squad members; $17,916 (2%)

Women’s Teams Total Expenses for 2006: $161,630 (22%)
Women’s Total Participants for 2006: 189
(In addition there were 81 student-athletes on a Second Team/45 participating on a third team)
Women’s Percentage of Participation for 2006: 50.50%

Women’s Teams Total Expenses for 2007: $264,845 (34%)
Women’s Total Participants for 2007: 223
(In addition there were 107 student-athletes on a Second Team/75 participating on a third team)
Women’s Percentage of Participation for 2007: 54.10%

Women’s Teams Total Expenses for 2008: $261,723 (26%)
Women’s Total Participants for 2008: 209
(In addition there were 98 student-athletes on a Second Team/78 participating on a third team)
Women’s Percentage of Participation for 2008: 52.30%

The data above lists expenditures in the area of equipment and supplies for all sports. The data indicates that expenditures in the three most recent years have increased. Even though, women’s sports receive a smaller percentage of equipment by dollar value, members of each team are supplied with the proper clothing for practice as well as home and away competition.

8.9 Game Expenses

FY2006 Men’s Sports
Baseball: $138,158
Basketball: $342,809
Football: $357,246
Golf: $13,746
Tennis: $5,452
Track: $96
Total: $857,507 (77%)
Operating Principle 3.1
Gender Issues

FY2006 Women's Sports
Basketball: $203,250
Bowling: $3,445
Golf: $5,013
Lacrosse: $16,499
Soccer: $18,927
Tennis: $6,680
Track: $7,142
Total: $260,956 (23%)

FY2007 Men's Sports
Baseball: $215,207
Basketball: $373,819
Football: $616,766
Golf: $6,995
Track: $6,513
Total: $1,219,300 (83%)

FY2007 Women's Sports
Basketball: $269,165
Bowling: $4,062
Golf: $8,054
Lacrosse: $24,466
Soccer: $23,124
Swimming: $2,339
Tennis: $8,426
Track: $8,253
Total: $347,889 (17%)

FY2008 Men's Sports
Baseball: $235,845
Basketball: $443,406
Football: $723,484
Golf: $10,972
Tennis: $7,468
Track: $270
Total: $1,411,445 (78%)

FY2008 Women's Sports
Basketball: $338,086
Bowling: $5,099
Golf: $12,076
Lacrosse: $15,031
Soccer: $19,674
Swimming: $5,531
Tennis: $9,657
Track: $3,659
Total: $408,813 (22%)

8.10 Fundraising, Marketing, Promotion Expenses

FY2006 Men's Sports
Baseball: $42,757


Operating Principle 3.1
Gender Issues

Basketball: $537,862
Football: $1,115,843
Total: $1,696,462 (95%)

FY2006 Women’s Sports
Basketball: $86,048
Soccer: $786
Total: $86,834 (5%)

FY2007 Men’s Sports
Baseball: $57,256
Basketball: $578,065
Football: $1,269,692
Total: $1,905,013 (95%)

FY2007 Women’s Sports
Basketball: $102,136
Soccer: $521
Total: $102,657 (5%)

FY2008 Men’s Sports
Baseball: $62,253
Basketball: $438,446
Football: $942,383
Total: $1,443,082 (96%)

FY2008 Women’s Sports
Basketball: $60,963
Golf: $52
Lacrosse: $16,503
Soccer: $58,082
Tennis: $6,770
Total: $61,693 (4%)

8.11 Sports Camp Expenses

FY2006 Men’s Sports
Baseball: $43,959
Basketball: $33,342
Football: $33,910
Tennis: $6,770
Other: $28,952
Total: $146,933 (52%)

FY2006 Women’s Sports
Basketball: $54,806
Golf: $52
Lacrosse: $16,503
Soccer: $58,082
Tennis: $6,770
Total: $136,213 (48%)

FY2007 Men’s Sports
Baseball: $70,369
Basketball: $35,975
Football: $35,922
Tennis: $14,754
Total: $157,020 (56%)
Operating Principle 3.1
Gender Issues

FY2007 Women's Sports
Basketball: $26,443
Bowling: $2,531
Lacrosse: $14,492
Soccer: $65,902
Tennis: $14,754
Total: $124,122 (44%)

FY2008 Men's Sports
Baseball: $68,223
Basketball: $42,517
Football: $40,612
Tennis: $7,047
Total: $158,399 (62%)

FY2008 Women's Sports
Basketball: $22,584
Lacrosse: $19,138
Soccer: $48,700
Tennis: $7,047
Total: $97,469 (38%)

8.12 Medical Expenses and Medical Insurance

Financial reports indicate no expenses for FY2006 and FY2007

FY2008 Men's Sports
Basketball: $3,437
Football: $1,802
Golf: $250
Total: $5,489 (23%)

FY2008 Women's Sports
Basketball: $7,867
Soccer: $250
Track: $10,170
Total: $18,287 (77%)

8.13 Memberships and Dues

FY2006 Men's Sports
Baseball: $230
Basketball: $2,405
Football: $1,571
Golf: $1,419
Tennis: $415
Total: $6,040 (23%)

FY2006 Women's Sports
Basketball: $655
Bowling: $75
Golf: $1,390
Lacrosse: $1,845
Soccer: $613
Operating Principle 3.1

Gender Issues

Swimming: $220
Track: $840
Total: $5,638 (22%)

FY2006 Not Allocated by Gender
Total: $14,492 (55%)

FY2007 Men's Sports
Baseball: $430
Basketball: $2,855
Football: $1,470
Golf: $1,888
Tennis: $530
Track: $200
Total: $7,373 (24%)

FY2007 Women's Sports
Basketball: $3,391
Bowling: $325
Golf: $650
Lacrosse: $2,150
Soccer: $425
Swimming: $220
Tennis: $345
Track: $300
Total: $7,806 (25%)

FY2007 Not Allocated by Gender
Total: $16,044 (51%)

FY2008 Men's Sports
Baseball: $219
Basketball: $2,975
Football: $1,980
Golf: $107,006
Tennis: $360
Total: $112,540 (47%)

FY2008 Women's Sports
Basketball: $538
Bowling: $564
Golf: $106,031
Lacrosse: $2,250
Soccer: $400
Swimming: $220
Tennis: $500
Track: $500
Total: $111,003 (46%)

FY2008 Not Allocated by Gender
Total: $18,160 (7%)

8.14 Total Operating Expenses

FY2006 Men's Sports
Operating Principle 3.1
Gender Issues

Baseball: $2,869,596
Basketball: $6,237,243
Football: $13,062,541
Golf: $407,501
Tennis: $667,342
Track: $93,616
Other: $56,026
Total: $23,393,865 (60%)

FY2006 Men’s Sports
Baseball: $3,461,344
Basketball: $7,495,815
Football: $14,999,781
Golf: $522,320
Tennis: $612,038
Track: $119,661
Other: $5,463
Total: $27,216,422 (60%)

FY2007 Women’s Sports
Basketball: $5,168,109
Bowling: $210,772
Golf: $700,438
Lacrosse: $1,047,572
Soccer: $1,198,973
Swimming: $181,607
Tennis: $818,572
Track: $1,018,357
Total: $10,344,400 (23%)

FY2007 Not Allocated by Gender
Total: $7,961,033 (17%)

FY2008 Men’s Sports
Baseball: $3,141,712
Basketball: $7,376,374
Football: $14,181,678
Golf: $663,824
Tennis: $720,792
Track: $123,337
Other: $4,211
**Operating Principle 3.1**

**Gender Issues**

Total: $26,193,928 (58%)

FY2008 Women’s Sports
Basketball: $5,060,892
Bowling: $249,394
Golf: $751,990
Lacrosse: $1,195,448
Soccer: $1,337,886
Swimming: $286,512
Tennis: $884,677
Track: $1,262,630
Total: $11,029,429 (25%)

FY2008 Not Allocated by Gender
Total: $7,662,479 (17%)

For additional analysis see question 9.3 below

**Question 9:**

Using the program areas for gender issues, provided on Page Nos. 75-76:

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook as a guide in responding to Item No. 9 of the program area checklist.

1. **Accommodation of interests and abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the underrepresented gender within the athletics program; and/or, full and effective accommodation for the underrepresented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.**

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of this particular program areas, members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee reviewed written materials, solicited information from the Athletics staff, and examined data to determine participation rates in comparison to enrollment rates for gender purposes. We reviewed the history of program expansion. In addition, the subcommittee reviewed written materials such as the Student-Athlete Handbook and Vanderbilt Athletics web site for data in every area. We also analyzed the EADA reports from 2008-2009, 2007-2008, and 2006-2007.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas
The number of full-time undergraduate students enrolled for the fall semester of 2008 was 6,637 – 3,177 men (48%) and 3,490 women (52%). The number of participating student-athletes during the same academic year was 340 – 191 men (48%) and 209 women (52%). For the 2007-2008 academic year, there were 6532 total undergraduates – 3096 men (47%) and 3436 women (53%). Out of a total of 412 athletes, 189 (46%) were men and 223 (54%) were women. For the 2006-2007 school year, there were 6378 total undergraduates – 3055 men (48%) and 3323 women (52%). Of the 374 athletes, 185 (50%) were men and 189 (50%) were women.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

The gap in proportionality between general undergraduate population and student-athlete population over the last three school years has never exceeded 2%. The institution therefore feels it is meeting the needs of the underrepresented gender within the athletics program and is abiding by compliance and proportionality of the equity among the overall percentages of men and women involved in athletics. The institution is looking into adding more sports in the future that may include Men’s Soccer and Women’s Crew, Sailing, and Equestrian.

Programs offered at the institution include:

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<th>Women</th>
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<td>Basketball</td>
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<td>Track &amp; Field (Indoor and Outdoor)</td>
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d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

No significant differences have been identified regarding the accommodations of interest and abilities. Student-athlete participation rates by gender are proportionate to undergraduate enrollment rates.

To ensure continued compliance, the department will continue to monitor the accommodation of interest and abilities as related to gender equity, and the proportionality rate will be reviewed on an annual basis. In addition, the EADA and the NCAA Financial report will be reviewed on an annual basis by the Athletics Diversity Committee, who will also annually compare the EADA report and the NCAA financial report. Any discrepancies found will be reported to the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University and the Associate Vice Chancellor & Chief of Staff.

Further, the Senior Woman Administrator, in consultation with the Associate Directors of Student Athletics, will review roster management for each team. The Senior Woman Administrator will also review the proportionality rate of student-athlete participation to enrollment. Any discrepancies found or recommendations developed will be reported to the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University.
2. Athletic Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

In program area two (Athletics Scholarships), we reviewed data from the three most recent academic years documenting athletic scholarships. Conversations were held with Associate Director of Student Athletics, who monitors athletics financial assistance and members of the institutions Financial Aid Office.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

After reviewing the institution’s status and commitment to athletic scholarships, the institution seeks sources of funding from university subsidy, conference affiliation, and endowed scholarships. The amount that is budgeted for scholarships coincides with the limitations and constraints by the NCAA. Women’s Bowling and Swimming (Women’s soccer is fully funded) are sports for which the University determines the amount of scholarships. This funding increases yearly as the budget permits.

The source of funds for summer athletic scholarships comes from the department operating budget, university subsidy and the Student-Athlete Opportunity Fund. A majority of the scholarships at the institution is endowed, and the scholarships that do not receive full funding come from the departmental operating budgets.

Teams that spend under their budget on occasion do not fully award their scholarships. This decision is the program’s choice and is always under the coach’s discretion. This practice does not occur frequently; however, in Women’s Basketball, it has historically been more of an issue and can occur as a balancing year for a class.

Sources of funding for summer athletic scholarships come from the departmental operating budget, university subsidy, Student-athlete Opportunity Fund, and occasional gifts. In the case of red shirt status or injury to a student-athlete, funds for 5th year athletic scholarships are budgeted from the regular team scholarship allotment.

The individual responsible for administering and/or tracking athletic financial assistance is Candice Lee, Director of Compliance; she monitors athletics financial assistance to ensure it does not exceed NCAA limitations. Additional staff with responsibilities include Gina Owens, Department of Athletics Business Manager and Staff, along with the Student Financial Aid Office.

Sources for funds for 5th year athletic scholarships are allocated from team scholarship allotments and the Student-athlete Opportunity Fund.

During the 06-07, 07-08, and 08-09 academic years, male student-athletes were awarded an average of 125.06 equivalencies per year to an average of 149 student-athletes. Females averaged 70.8 equivalencies to 105 student-athletes over the three-year period.

Men’s Sports

Baseball (2006) 12.17 equivalencies, 22 student-athletes, $593,032 (9.9%)
Baseball (2007) 12.72 equivalencies, 19 student-athletes, $651,491 (10.3%)
Baseball (2008) 13.03 equivalencies, 22 student-athletes, $696,808 (10.1%)

Basketball (2006) 12.8 equivalencies, 11 student-athletes, $623,937 (10.4%)
Operating Principle 3.1

Gender Issues

Basketball (2007) 14.57 equivalencies, 14 student-athletes, $746,067 (11.8%)
Basketball (2008) 14.74 equivalencies, 14 student-athletes, $788,322 (11.5%)

Football (2006) 88.91 equivalencies, 85 student-athletes, $4,333,878 (72%)
Football (2007) 86.87 equivalencies, 88 student-athletes, $4,448,200 (70.4%)
Football (2008) 91.08 equivalencies, 99 student-athletes, $4,872,197 (70.9%)

Golf (2006) 4.38 equivalencies, 10 student-athletes, $213,515 (3.6%)
Golf (2007) 4.69 equivalencies, 11 student-athletes, $240,215 (3.8%)
Golf (2008) 4.54 equivalencies, 10 student-athletes, $242,638 (3.5%)

Tennis (2006) 4.55 equivalencies, 9 student-athletes, $221,877 (3.7%)
Tennis (2007) 4.41 equivalencies, 11 student-athletes, $226,038 (3.6%)
Tennis (2008) 4.92 equivalencies, 12 student-athletes, $263,087 (3.8%)

Track and Field/Cross Country (2008) 0.11 equivalencies, 1 student-athlete, $6000 (0.9%)

Women's Sports

Basketball (2006) 12.89 equivalencies, 12 student-athletes, $6282,250 (19.4%)
Basketball (2007) 15.07 equivalencies, 14 student-athletes, $771,545 (22.1%)
Basketball (2008) 15.91 equivalencies, 15 student-athletes, $851,174 (20.5%)

Bowling (2006) 1.78 equivalencies, 6 student-athletes, $86,660 (2.7%)
Bowling (2007) 1.37 equivalencies, 5 student-athletes, $70,338 (2.0%)
Bowling (2008) 1.86 equivalencies, 7 student-athletes, $99,325 (2.4%)

Golf (2006) 6.29 equivalencies, 7 student-athletes, $306,639 (9.5%)
Golf (2007) 6.23 equivalencies, 6 student-athletes, $318,871 (9.1%)
Golf (2008) 6.3 equivalencies, 7 student-athletes, $337,215 (8.1%)

Lacrosse (2006) 12.17 equivalencies, 26 student-athletes, $593,339 (18.3%)
Lacrosse (2007) 11.51 equivalencies, 23 student-athletes, $589,456 (16.9%)
Lacrosse (2008) 11.95 equivalencies, 26 student-athletes, $638,967 (15.4%)

Soccer (2006) 12.61 equivalencies, 17 student-athletes, $614,566 (19%)
Soccer (2007) 13 equivalencies, 18 student-athletes, $665,798 (19%)
Soccer (2008) 15.8 equivalencies, 20 student-athletes, $845,357 (20.3%)

Swimming (2006) 0.02 equivalencies, 23 student-athletes, $975 (0.03%)
Swimming (2007) 1.3 equivalencies, 3 student-athletes, $66,790 (1.9%)
Swimming (2008) 2.6 equivalencies, 6 student-athletes, $139,094 (3.3%)

Tennis (2006) 8.37 equivalencies, 9 student-athletes, $407,745 (12.6%)
Tennis (2007) 7.68 equivalencies, 8 student-athletes, $393,307, (11.3%)
Tennis (2008) 6.99 equivalencies, 7 student-athletes, $374,062 (9.0%)

Track and Field/Cross Country (2006) 12.39 equivalencies, 15 student-athletes, $604,025 (18.6%)
Track and Field/Cross Country (2007) 12.03 equivalencies, 15 student-athletes, $616,078 (17.6%)
Track and Field/Cross Country (2008) 16.3 equivalencies, 21 student-athletes, $872,145 (21%)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the
Operating Principle 3.1
Gender Issues

Institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis.

The institution is meeting the needs of the underrepresented gender within their athletics program by abiding by the amount that is budgeted for scholarships that coincides with the limitations and constraints by the NCAA Women’s basketball historically spends under their budget due to balancing the year for class.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Athletic Scholarships will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

The subcommittee held discussions with head coaches and sports administrators to ascertain information about equipment and supplies. Additionally, a tour of storage facilities for equipment was conducted. Members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee reviewed the institution’s gender equity for equipment and supplies by examining data from the three most recent years from the following areas: EADA reports; actual expenditures from FY 06, 07, 08; and the Gender Equity Annual report. In addition, the subcommittee interviewed the head coaches (designee) of the teams.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

Men’s Sports
Baseball (2006) 38 squad members; $83,510 (11%)
Baseball (2007) 36 squad members; $70,967 (9%)
Baseball (2008) 35 squad members; $166,890 (16%)
Baseball (3 years average) 36 squad member; $107,000 (12%)

Basketball (2006) 13 squad members; $43,916 (6%)
Basketball (2007) 15 squad members; $39,328 (5%)
Basketball (2008) 17 squad members; $89,991 (9%)
Basketball (3 years average) 15 squad members; $57,745 (7%)

Cross Country (2006) 10 squad members; $4,410 (.6%)
Cross Country (2007) 11 squad members; $7,131 (1%)
Cross Country (2008) 10 squad members; $6,207 (.6%)
Cross Country (3 years average) 10.3 squad members; $5,918 (.78%)

Football (2006) 105 squad members; $413,626 (56%)
Football (2007) 105 squad members; $335,244 (44%)
Football (2008) 109 squad members; $709,934 (70%)
Football (3 years average) 106 squad members; $486,268 (57%)

Golf (2006) 10 squad members; $13,280 (2%)
Golf (2007) 11 squad members; $23,756 (3%)
Golf (2008) 10 squad members; $13,580 (1%)
Golf (3 years average) 10.3 squad members; $16,878 (2%)
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Gender Issues

Tennis (2006) 10 squad members; $24,116 (3%)
Tennis (2007) 11 squad members; $27,054 (4%)
Tennis (2008) 10 squad members; $41,930 (4%)
Tennis (3 years average) 10.3 squad members; $31,000 (4%)

Men’s Teams Total Expenses for 2006: $582,858 (78%)
Men’s Total Participants for 2006: 185
Men’s Percentage of Participation for 2006: 49.50%

Men’s Teams Total Expenses for 2007: $503,480 (66%)
Men’s Total Participants for 2007: 189
Men’s Percentage of Participation for 2007: 45.90%

Men’s Teams Total Expenses for 2008: $761,414 (74%)
Men’s Total Participants for 2008: 191
(In Addition 2 Student athletes participated on a second sport)
Men’s Percentage of Participation for 2008: 47.80%

Women’s Sports
Basketball (2006) 12 squad members; $17,049 (2%)
Basketball (2007) 13 squad members; $73,929 (10%)
Basketball (2008) 14 squad members; $94,454 (9%)
Basketball (3 years average) 13 squad members; $61,810 (7%))

Bowling (2006) 10 squad members; $15,029 (2%)
Bowling (2007) 11 squad members; $17,788 (2%)
Bowling (2008) 11 squad members; $27,297 (3%)
Bowling (3 years average) 10.3 squad members; $20,038 (2%))

Cross Country/Track and Field Indoor/Outdoor (2006) 84 squad members; $38,080 (5%)
(Track Indoor: 34; Track Outdoor: 33; Cross Country: 17)
Cross Country/Track and Field Indoor/Outdoor (2007) 107 squad members; $56,220 (7%)
(Track Indoor: 41; Track Outdoor: 41; Cross Country: 25)
Cross Country/Track and Field Indoor/Outdoor (2008) 98 squad members; $49,075 (5%)
(Track Indoor: 36; Track Outdoor: 36; Cross Country: 26)
(Three year average) 96.3 squad members; $47,791 (6%)

Golf (2006) 10 squad members; $23,48 (3%)
Golf (2007) 7 squad members; $20,930 (3%)
Golf (2008) 7 squad members; $12,725 (1)
Golf (3 years average) 8.8 squad members; $19,046 (2%)

Lacrosse (2006) 27 squad members; $17,625 (2%)
Lacrosse (2007) 28 squad members; $35,489 (5%)
Lacrosse (2008) 28 squad members; $16,692 (2%)
Lacrosse (3 years average) 27.3 squad member; $23,268 (3%)

Soccer (2006) 21 squad members; $20,640 (3%)
Soccer (2007) 24 squad members; $40,303 (5%)
Soccer (2008) 23 squad members; $20,478 (2%)
Soccer (3 years average) 22.6 squad members; $20,947 (3%)

Swimming (2006) 20 squad members; $17,084 (2%)
Swimming (2007) 25 squad members; $7,806 (1%)
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Gender Issues

Swimming (2008) 19 squad members; $12,273 (1%)
Swimming (3 years average) 21.3 squad members; $12,387 (1%)

Tennis (2006) 8 squad members; $12,640 (2%)
Tennis (2007) 8 squad members; $12,380 (2%)
Tennis (2008) 9 squad members; $28,729 (3%)
Tennis (3 years average) 8.3 squad members; $17,916 (2%)

Women’s Teams Total Expenses for 2006: $161,630 (22%)
Women’s Total Participants for 2006: 189
(In addition there were 81 student-athletes on a Second Team/45 participating on a third team)
Women’s Percentage of Participation for 2006: 50.50%

Women’s Teams Total Expenses for 2007: $264,845 (34%)
Women’s Total Participants for 2007: 223
(In addition there were 107 student-athletes on a Second Team/75 participating on a third team)
Women’s Percentage of Participation for 2007: 54.10%

Women’s Teams Total Expenses for 2008: $261,723 (26%)
Women’s Total Participants for 2008: 209
(In addition there were 98 student-athletes on a Second Team/78 participating on a third team)
Women’s Percentage of Participation for 2008: 52.30%

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

The data above lists expenditures in the area of equipment and supplies for all sports. The data indicates that expenditures in the three most recent years have increased. Even though, women’s sports receive a smaller percentage of equipment by dollar value, members of each team are supplied with the proper clothing for practice as well as home and away competition. Competitive uniforms and gear, practice gear, and supplies without respect to gender, but with the issue of safety as a top priority. After reviewing the institution’s status and commitment for equipment and supplies, the subcommittee found that Head Coaches and Sports Administrators are responsible for making decisions on the selection and purchasing of equipment and supplies. The needs of the teams determine how they are distributed. All needs are currently being met. Each year the equipment and supplies are evaluated in conjunction with coaches and necessary adjustments to budgets are made as needed.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

This is not an area of concern and will not be addressed.

Equipment and Supplies will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

4. Scheduling of contests and practice time. Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process.
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Gender Issues

The subcommittee members reviewed the SEC game schedule as well as the non-conference game schedules. Additional conversations were held with coaches, sports administrators, and the associate director who is responsible for facilities regarding practices and schedules.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

After reviewing the institution’s status and commitment to scheduling of contests and practice time, the subcommittee found that the procedure for scheduling conference games is established by the SEC (for all sports except bowling, which is independent, and women’s lacrosse, which is a member of the American Lacrosse Conference). Non-conference games are determined by the Head Coach and Sport Administrator. The Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University gives the final authorization of the schedule.

Non-conference scheduling for certain sports varies and the institution generally follows the schedule below:

- Football: 6-8 years out
- Basketball: 1-2 years out
- All other sports: 1 year out

It appears that each program has adequate access to the facilities needed for practice and/or competition, and each team (including the Head Coach and Sport Administrator) work together to establish a schedule to utilize shared facilities. The priority for facility use is based on each program’s playing and practice season and specific competition schedule. Should any conflicts arise, the coaches for each respective program are encouraged to amicably resolve the issue. Should the conflict continue, the matter will be referred to the appropriate administrators for final resolution. The respective sport administrator is ultimately responsible for addressing any schedule issues related to their sport, including circumstances that warrant rescheduling or suspending practice or competition due to inclement weather or other matters.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

The institution is meeting the needs of the underrepresented gender within the athletics program. The institution is following the procedures that are established by the SEC and Head Coach and Sport Administrator. The Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University gives final approval of the schedule.

The institution is meeting the needs of the underrepresented gender within the athletics program. The institution is following the procedures that are established by the SEC and Head Coach and Sport Administrator. The Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University gives final approval of the schedule.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Scheduling of contests and practice times will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

5. Travel allowance. Modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Division I Bylaw 16.8.1.3).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process
In order to gather a complete study of this particular program area, members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee reviewed the athletics department per diem policy and held discussions with Athletics Department Director of Compliance, Candice Lee. Additionally, the subcommittee reviewed travel authorization forms for men’s and women’s sports.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

**Total Travel Budget**

06-07 Men’s Sports  
Baseball: $145,410  
Basketball: $582,392  
Football: $516,777  
Golf: $46,820  
Tennis: $65,343  
Track: $10,537  
Total: $1,367,279 (65%)

06-07 Women’s Sports  
Basketball: $250,670  
Bowling: $23,373  
Golf: $74,488  
Lacrosse: $124,875  
Soccer: $110,412  
Swimming: $19,270  
Tennis: $42,060  
Track: $81,946  
Total: $727,094 (35%)

07-08 Men’s Sports  
Baseball: $189,910  
Basketball: $475,956  
Football: $483,036  
Golf: $32,224  
Tennis: $61,963  
Track: $14,097  
Total: $1,257,186 (58%)

07-08 Women’s Sports  
Basketball: $361,408  
Bowling: $38,713  
Golf: $59,977  
Lacrosse: $131,049  
Soccer: $107,537  
Swimming: $35,359  
Tennis: $39,020  
Track: $128,003  
Total: $901,066 (42%)

08-09 Men’s Sports  
Baseball: $189,405  
Basketball: $519,216  
Football: $709,934  
Golf: $46,237  
Tennis: $56,989
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Track: $10,211
Total: $1,531,992 (61%)

08-09 Women’s Sports
Basketball: $379,650
Bowling: $39,971
Golf: $66,478
Lacrosse: $163,073
Soccer: $79,152
Swimming: $61,702
Tennis: $60,535
Track: $124,705
Total: $975,266 (39%)

Averages of 06-07, 07-08, & 08-09
Men’s Sports: $1,385,486 (61%)
Women’s Sports: $867,809 (39%)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

An evaluation of the most recent three years of the EADA, shows that Vanderbilt University has increased the overall travel budget from 06-07 to 08-09 by 20%. Both Men’s and Women’s sports have received an increase in their budgets with the women’s budget increasing by 34% from 06-07 to 08-09 and the men’s budget increasing by 12% from 06-07 to 08-09.

The institution is meeting the needs of the underrepresented gender within the athletics program. The criteria entail distance, missed class time, time of competition, and size of travel party. Limitations on length of stay are determined by the budget, missed class time, and the scheduling of games. All student-athletes and coaches receive a per diem in the amount of $35 a day.

International travel is encouraged by the athletics administration and a majority of the teams participate in international travel with the exception of Bowling, Men and Women’s Cross Country, Swimming and Track & Field (Indoor and Outdoor).

After reviewing the institution’s status and commitment to travel allowance, the subcommittee found that the institution looks at specific criteria when approving travel. The criteria entail distance, missed class time, time of competition, and size of travel party. Limitations on length of stay are determined by the budget, missed class time, and the scheduling of games.

If the travel budget has been exceeded, the cost is taken out of another area of the team’s operating budget. One of the variables that influences the budget is the size of team and the budgeted amount available (larger teams seek out less expensive transportation).

The criteria for determining per diem amounts by team are mandated by NCAA regulations and Athletics Department policy. Each team decides how much funding to use within its budget parameters. Coaches and student-athletes receive a per diem in the amount of $35 a day. In order to receive the per diem for travel (cash advance), Coaches complete travel authorization forms before the game, and, upon return, submit receipts and document all expenses incurred.
The Athletics Department is progressing toward allowing all teams to have foreign travel opportunities. Below are some of the teams that have participated in or are scheduled to participate in foreign travel:

- Women’s Lacrosse – Italy; Summer 2014
- Men’s Golf- location TBD; Summer 2013
- Men’s Basketball- location TBD; Summer 2013
- Women’s Swimming- Brazil; Summer 2012
- Women’s Soccer- South America; Summer 2012
- Women’s Basketball- Greece; Summer 2012
- Women’s Golf – Scotland; Summer 2011
- Men’s and Women’s Tennis – South Africa; Fall 2010
- Baseball – Japan & Hong Kong; Fall 2009
- Men’s Golf – Scotland; Summer 2009
- Men’s Basketball – Australia; Summer 2009
- Women’s Lacrosse – Germany, Austria, Czech Republic; Summer 2009
- Women’s Basketball – Spain; Summer 2007
- Women’s Soccer – Italy & France; Summer 2006

Travel Allowance will be monitored annually and evaluated as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

6. Academic support services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of Academic Support Services, members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee visited the Stratton Foster Academic Center and spoke with the academic counselors for the men’s and women’s sports. The Director of Academic Support was also consulted. Written materials such as the Student-Athlete Handbook and Vanderbilt Athletics web site were also reviewed.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

Following the mission of Vanderbilt University, The Stratton Foster Academic Center contributes to the University’s teaching and learning by building a community in which student-athletes have the opportunity to reach their potential in the classroom. By coordinating services with various campus resources, the Stratton Foster Academic Center continuously strives to provide an atmosphere conducive for student-athletes to experience academic success.

The Stratton Foster Academic Center is open to every student-athlete and monitored on Sundays from 2:00pm-10:00pm, Mondays-Thursdays from 8:00am-10:00pm, and on Fridays from 8:00am-5:00pm.

Academic Support Personnel
Elizabeth Wright, M.F.A.  Director of Academic Support for Student-Athletes
Academic Counselor,
Football
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Vanderbilt University believes in the development of a well-rounded individual, sound in mind and body. To achieve this goal, the University and Student Athletics strive to offer a balanced academic and athletics program that encourages students to develop characteristics that will make them better citizens and assist them in their life endeavors. Further, the University and Student Athletics are committed to helping each student-athlete to achieve a quality education, to graduate, and to continue on to graduate school or the career path of his or her choice. In fulfilling this promise, the Stratton Foster Academic Center strives to:

- Maintain and protect the academic integrity of the University, and model integrity for all student-athletes.
- Comply with all rules, regulations and procedures of the University, the SEC and the NCAA.
- Monitor the academic progress of every student-athlete.
- Achieve the grade point average comparable to that of Vanderbilt non-student-athletes.
- Work towards ensuring the graduation of all VU student-athletes.
- Provide the support to student-athletes that they need in order to be successful in their academic pursuits.
- Provide the guidance and resources to foster excellence beyond Vanderbilt, in continuing education, in careers, and in life.
- Ensure that our student-athletes fulfill their academic obligations with discipline, perseverance, and integrity.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Academic Support Services are available to all student-athletes, equally provided to both women and men. In order to ensure continued gender equity in the provision of academic support services, the Athletics administration will annually review the Academic Support Services by monitoring policies and procedures.
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for travel and per diem allowances for men’s and women’s teams, and the Business Manager will submit annual report to Associate Vice Chancellor & Chief of Staff.

Academic Support Services will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

7. Coaches. Availability of full time, part time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

Members of the subcommittee reviewed the contracts for the coaches of men’s and women’s sports. Also, the subcommittee looked at the number of part-time and assistant coaches, as well as graduate assistants for each of the sports offered and held discussions with Patricia Marett, Associate Vice Chancellor and Chief of Staff for Athletics.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

Vanderbilt Athletics provides adequate coaching staff for team success across genders and programs. The following is a summary of current coaching staff:

**Men’s Sports**
Baseball: 1 head coach, 2 asst. coaches, 1 volunteer coach
Basketball: 1 head coach, 4 asst. coaches
Cross Country (shared with women): 1 head coach, 1 asst. coach
Football: 1 head coach, 7 asst. coaches
Golf: 1 head coach, 1 asst. coach
Tennis: 1 head coach, 1 asst. coach

Total number of coaches for men’s teams: 23 (including 2 shared with women), or 52%

**Women’s Sports**
Basketball: 1 head coach, 4 asst. coaches
Bowling: 1 head coach, 1 asst. coach
Cross Country (shared with men): 1 head coach, 1 asst. coach
Golf: 1 head coach, 1 asst. coach
Lacrosse: 1 head coach, 2 asst. coaches
Soccer: 1 head coach, 2 asst. coaches
Swimming: 1 head coach, 1 diving coach
Tennis: 1 head coach, 1 asst. coach

Total number of coaches for women’s teams: 21 (including 2 shared with men), or 48%

Recent additions (reflected above) include a full-time assistant coach for the woman’s bowling program, added in 2010-11, and a full-time assistant coach for the women’s swimming team, added in 2009-10.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the
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In terms of staffing, Vanderbilt Athletics provides a fair and equitable number of coaching staff between women’s and men’s athletic teams. Current staffing pattern allot 52% of the coaching staff for men’s teams and 48% for women’s.

Vanderbilt sets coaches’ salaries based on experience, success, the coaching market, and published salary data/benchmarks for each sport. All coaches are paid fairly based on these attributes, as well as sport specific factors, such as revenue generation; gender is not a factor. These same factors hold true in regards to assistant coaches’ salaries. While there are resulting salary disparities between coaches of men’s and women’s sports teams, these disparities are not related to gender.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Vanderbilt Athletics determines compensation rates for coaches based on performance, experience and other competitive factors. The department plans to annually review coaches’ compensation and reevaluate when contracts and negotiated, amended, and extended. The Associate Vice Chancellor, in consultation with the Associate Directors of Student Athletics, will submit an annual report regarding coaches, staff, and other sports specific professionals.

Items in this category related to coaches will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

**8. Locker rooms, practice and competitive facilities. Quality, availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.**

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of these facilities, members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee reviewed written materials, solicited information from the athletics staff, and directly observed the athletics department facilities.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

For most teams, Vanderbilt Athletics provides locker rooms, as well as practice and competitive facilities in sports-specific facilities. In the programs that have both women’s and men’s teams, practice and competitive facilities are shared; however, there is enough room and appropriate scheduling to accommodate both equally. Several sports (women’s and men’s cross country, bowling, swimming, and women’s and men’s golf) have off-campus facilities administered by external agencies, which has required them to coordinate with the facilities’ schedules; however, these programs have had no problems accessing the facilities when needed. One goal of the department is to provide additional, upgraded locker room space for each of the Olympic sports.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]
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Vanderbilt is successfully meeting the needs of both men and women by providing equal locker rooms, practice and competitive facilities. In many cases these resources are equally shared between both teams. The quality, availability, and exclusivity of practice and competitive facilities is equal between men's and women's sports teams (for sports where that is applicable), and is monitored by the facility directors and administrative staff.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The institution is achieving equity across genders in regard to locker rooms, practice, and competitive facilities, and plans to provide additional locker room space for all Olympic sports area in the future.

In order to ensure continued compliance, the department administration will annually review allocation of locker rooms, practice and competitive space for all sports and make any needed adjustments and improvements. In addition, the administration plans to implement an incremental plan to increase and improve locker room space for the Olympic sports.

While there are no disparities identified between comparable men's and women's sport teams, locker room, practice, and competitive facilities will be monitored and evaluated annually as described in detail in Vanderbilt's gender-issue plan in Section 3.1 Question 10.

9. Medical and training facilities and services. Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage; provision of medical and training expenses.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

Members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee interviewed trainers, medical personnel, and toured the medical and training facilities. In addition, the subcommittee spoke with the Life Skills Coordinator and reviewed information pertinent to the Wellness Committee, as well as Tom Bossung, head athletic trainer.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas

Vanderbilt University is fortunate to have two fully functional athletic training rooms available to serve all of our student-athletes, regardless of gender. Our main facility is the A. Brant "Pinky" Lipscomb Athletic Training Room, located in the McGugin Center. Here, all student-athletes can receive treatment from staff certified athletic trainers. It houses a variety of taping stations, therapeutic modalities, and a hydrotherapy area that features an eight and one-half foot deep rehabilitation pool. The Joe Worden Athletic Training Room is used primarily for our men's and women's basketball teams. Housed in Memorial Gymnasium, it contains taping stations, therapeutic modalities, and a small hydrotherapy area.

The athletics department employs 10 certified athletic trainers: five women and five men. All athletics teams are assigned an athletic trainer, and individual medical care is equally provided to all athletes as needed. In addition, student-athletes are served by 8 physicians available at any time to assist Vanderbilt student-athletes through the Vanderbilt University Medical Center.

In addition, the athletics department maintains a functioning Wellness Committee that meets on a monthly basis, and is chaired by the Life Skills Coordinator. The goal of the Wellness Committee is to inform and educate student-athletes about the various health and wellness related issues that they will encounter throughout their time at Vanderbilt and beyond. The group collaborates with departmental, campus and national experts to ensure that Vanderbilt student-athletes and staff are current on the issues faced by
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student-athletes and that these issues are addressed appropriately. The Wellness Committee offers activities and programs to help student-athletes function optimally across all dimensions of their lives. The following areas are represented on the committee: Athletics Administration, Strength and Conditioning, Student Services, and the Psychological and Counseling Center.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

The Athletics department meets the needs of both men and women in this area by providing equal access to medical and training facilities and services for all genders. Medical personnel are available to all athletes, as are training facilities, trainers, insurance coverage, and provision of medical and training expenses.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

No disparities have been identified in medical and training facilities for students of any gender. Medical and training facilities and services are equally available to female and male student-athletes. In order to maintain continued compliance, the department will annually review availability of medical and training facilities and services of men and women student-athletes. This will be accomplished by monitoring procedures used to provide student-athletes with medical training facilities and services. The Head Athletic Trainer will submit a report on sport assignments, trainer coverage detailing their qualifications, and criteria for athletic trainer assignments annually to the supervising Associate Director of Student Athletics. If significant differences are identified the athletics department will develop plans for improvement.

Although no disparities have been identified, medical and training facilities and services will be monitored and evaluated annually as described in detail in Vanderbilt’s gender issue plan in Section 3.1 Question 10.

10. Housing, dining facilities and services. Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

Information was gathered from the Housing and Residential Education staff and Athletics staff.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

Vanderbilt student-athletes are housed according to broader institutional procedures as determined by the Office of Housing and Residential Education; Student-athletes are not afforded any special considerations regarding their accommodations. All students (athletes included) participate in a lottery process for room selection.

Vanderbilt student-athletes dine according to the general student meal plan, with the exception of special dining arrangements which may be scheduled around practice or competitions. Student-athletes are sometimes housed in the residence halls while they are closed – as are other students who follow the appropriate request process for access to the building – and are either given meals or a per diem for dining, depending on the availability of on-campus dining facilities.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the
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institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Vanderbilt Student Athletics is meeting the needs of the underrepresented gender as related to housing and dining. No student-athletes receive any special treatment; all are housed and receive meal plans identical to their peers.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

No significant issues were identified. Housing and dining facilities and services are available to all student-athletes irrespective of gender. Toward this end, Athletics administration will continue to allocate housing assignments consistent with the rest of the student population and maintain dining facilities/plan for student-athletes. The Athletics Department will continue to maintain records of housing assignments and dining plan for student-athletes.

Although no disparities are identified, housing, dining facilities, and services will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

11. Publicity and awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

Members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee reviewed written materials, solicited information from the Athletics staff, and reviewed written materials such as the Student-athlete Handbook and Vanderbilt Athletics web site for information about publicity and awards. The Director of Communications and the Senior Woman Administrator also provided relevant information.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

Vanderbilt’s Athletics Communications office includes a departmental director, staff for digital, social, and print media, and dedicated Communications Directors for the major revenue-generating sports including football, men’s basketball, women’s basketball, and baseball. Each team is publicized according to the guidance of the Communications Directors and in consultation with coaches and other administrative staff. As the department moves away from costly print media and toward online opportunities, the equity in coverage and publicity of all teams increases.

In terms of dollars, the following includes amount spent for fundraising, marketing, and promotion for all teams for the last three years:

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<tr>
<td></td>
<td>Baseball (2007): $57,256</td>
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<td>Baseball (2008): $62,253</td>
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<table>
<thead>
<tr>
<th>Basketball (2006): $537,862</th>
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<tr>
<td>Basketball (2007): $578,065</td>
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<td>Basketball (2008): $438,446</td>
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Football (2006): $1,115,843
Football (2007): $1,269,692

Men’s Teams Total Expenses for 2006: $1,696,462
Men’s Percentage of Expenses for 2006: 95%

Men’s Teams Total Expenses for 2007: $1,905,013
Men’s Percentage of Expenses for 2007: 95%

Men’s Teams Total Expenses for 2008: $1,443,082
Men’s Percentage of Expenses for 2008: 96%

Women’s Sports
Basketball (2006): $86,048
Basketball (2007): $102,136
Basketball (2008): $60,963

Soccer (2006): $786
Soccer (2007): $521
Soccer (2008): $730

Women’s Teams Total Expenses for 2006: $86,834
Women’s Percentage of Expenses for 2006: 5%

Women’s Teams Total Expenses for 2007: $102,657
Women’s Percentage of Expenses for 2007: 5%

Women’s Teams Total Expenses for 2008: $61,693
Women’s Percentage of Expenses for 2008: 4%

In regard to awards, all student-athlete letterwinners are awarded in the same fashion across women’s and men’s sports and for all programs (incrementing from blanket, to watch, and then to ring).

Vanderbilt also awards membership in the Athletics Hall of Fame, inviting alumni, fans, and friends of the varsity Athletic program to nominate former Vanderbilt student-athletes. Hundreds of nominations have been received each year, and are reviewed and voted upon by the senior Athletics administration team. Individuals are not eligible until four years after they last participated in intercollegiate athletics. Selection was based on these criteria:

**Commodore Greats:** Athletes who have brought recognition and prominence to the university and themselves by their athletic accomplishments as undergraduates. Criteria to be considered included All-American and All-SEC honors and exceptional leadership.

**Distinguished Letterwinners:** Athletes who have made major contributions to the athletic program through time, effort, interest, through many years of service, or have otherwise distinguished themselves.

**Lifetime Achievement:** Individuals, coaches, athletic officials, staff members and other university officials who were not athletes at Vanderbilt but rendered outstanding service to the intercollegiate athletic program through time, effort, interest and service.
The first Hall of Fame class was named in 2008; that year the Hall of Fame inductees included 4 women and 8 men. Last year the second Hall of Fame class was inducted and included 3 women and 6 men. Members of the Gender, Diversity, and Student-Athlete Well-Being subcommittee asked the Director of Compliance Candice Lee why the proportion of women to men were thus in both 2008 and 09; Lee reported that an overwhelming number of nominations were for male student-athletes. Staff from the Margaret Cuninggim Women’s Center agreed to help promote the nomination process in hopes of soliciting nominations for more female athletes, but the current practice of naming the Hall of Fame classes is fair and consistent.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Vanderbilt athletics is providing fair and equitable publicity and awards process across women’s and men’s teams. For publicity, staff and the majority of resources are dedicated to the major revenue-generating teams, however each team is highlighted in the department’s online presence and other marketing materials. All student-athletes earning letters are awarded recognition in the same fashion regardless of gender. Honorees for Hall of Fame induction are chosen by a nomination process and selected by committee in a process that is gender-neutral.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

No significant issues in regard to how the institution treated publicity and awards across both genders; both are allocated in a fair and reasonable manner. In order to maintain this equity, Athletics administration will annually review the allocation of publicity for men’s and women’s sports, as well as review the personnel assignments for all sports and make any needed adjustments.

Publicity and awards will be monitored and evaluated annually as described in detail in Vanderbilt's gender-issue plan in Section 3.1 Question 10.

12. Support services. Administrative, secretarial, clerical support and office space.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of each of the department’s support services, members of the Gender, Diversity, and Student-athlete Well-Being subcommittee reviewed the number of Athletics support staff available in each area, and directly observed the athletics department facilities. The subcommittee interviewed Athletics Department Director of Compliance Candice Lee and associate director Brock Williams.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

After reviewing the institution’s status and commitment to support services, we have found that each team has dedicated support service personnel. Baseball, Men’s and Women’s Basketball, and Football have a dedicated person located in their areas. Due to the size of the these areas, the following do not have a dedicated Administrative Assistant for their respective offices: Ticket Office; Business Office; Academic Area; Life Skills; Communication; Cheerleading, Strength and Conditioning; Compliance; Equipment Room; Facilities; ISP; Marketing; Training Room; and Video. Office space is allocated equitably to all programs within the athletics department. For further information, please refer to the “Staff List by Area” chart provided in the appendix.
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c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Vanderbilt Athletics is meeting the need of the underrepresented gender in this area. Each team is provided adequate support services.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Support services are allocated in a fair and reasonable manner and equitable across gender. No significant issues were identified. Toward this end, Athletics administration will Annually review the allocation of administrative, secretarial, and clerical support, and office space.

Although no disparity is identified, support services will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

13. Recruitment of Student-athletes. Equitable opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective student-athletes.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process

Data was analyzed from the EADA and NCAA Financial Reports for the 3 most recent years: 2006, 2007, and 2008.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas

Vanderbilt recruits nationally across all sports. Every program within Vanderbilt Athletics is given a recruiting budget, which is reviewed annually by the senior administration and coaches, and allotted in consideration of the number of students and coaches, as well as the area of recruitment. All Athletics staff follow a university-specified process for travel and receive an equal per diem amount.

The following reflects EADA data for 2006, 2007, and 2008

**Men’s Sports**
Baseball (2006): $41,192
Baseball (2007): $65,417
Baseball (2008): $56,822

Basketball (2006): $1,478,874
Basketball (2007): $166,463
Basketball (2008): $155,710

Cross Country (2006): $49
Cross Country (2007): $115
Cross Country (2008) 10 squad members; $6,207

Football (2007): $441,707
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Football (2008): $419,432
Golf (2006): $13,275
Golf (2007): $19,157
Golf (2008): $16,855

Tennis (2006): $7,023
Tennis (2007): $13,012
Tennis (2008): $7,268

Men’s Teams Total Recruitment Expenses for 2006: $582,060
Men’s Percentage of Recruitment Expenses for 2006: 78.6%

Men’s Teams Total Expenses for 2007: $705,871
Men’s Percentage of Recruitment Expenses for 2007: 75%

Men’s Teams Total Expenses for 2008: $656,604
Men’s Percentage of Recruitment Expenses for 2008: 75%

Women’s Sports
Basketball (2006): $104,525
Basketball (2007): $136,045
Basketball (2008): $139,265

Bowling (2007): $5,105
Bowling (2008): $8,962

Cross Country/Track and Field Indoor/Outdoor (2006): $12,479
Cross Country/Track and Field Indoor/Outdoor (2007): $26,641
Cross Country/Track and Field Indoor/Outdoor (2008): $18,218

Golf (2006): $7,435
Golf (2007): $17,121
Golf (2008): $9,119

Lacrosse (2006): $8,961
Lacrosse (2007): $8,391
Lacrosse (2008): $11,142

Soccer (2006): $12,674
Soccer (2007): $20,608
Soccer (2008): $16,176

Swimming (2006): $5,283
Swimming (2007): $6,679
Swimming (2008): $6,367

Tennis (2006): $3,646
Tennis (2007): $13,901
Tennis (2008): $8,972

Women’s Teams Total Expenses for 2006: $158,456
Women’s Percentage of Recruitment Expenses for 2006: 21.4%
Gender Issues

Women’s Teams Total Expenses for 2007: $234,491
Women’s Percentage of Recruitment Expenses for 2007: 25%

Women’s Teams Total Expenses for 2008: $218,221
Women’s Percentage of Recruitment Expenses for 2008: 25%

In fiscal year 2010-11, the sports-specific recruiting budgets included $390,000 for football; $185,000 for women’s basketball; $180,000 for men’s basketball (a $40,000 increase); $60,000 for baseball; $99,800 for women’s non-revenue teams; and $29,100 for men’s non-revenue teams. In the previous fiscal year, 2009-10, the overall recruiting budget was $921,900; however, the actual recruiting expenses were $893,828.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Over the last several years, the athletics department has increased overall recruiting funds, particularly in women’s basketball, which received a $75,000 increase during 2007-08. Over the span of the 2006-2008 years, men’s recruiting accounted for between 75-78.6% of the budget, while women’s accounted for 21.4-25%. Each year coaches and administrators determine an appropriate recruiting budget based on the program needs and programs.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

No significant issues have been identified in the recruitment of student-athletes. Athletics administration will continue to monitor gender equity in regard to recruitment by annually review the process and procedure for recruitment of student-athletes and each sport’s recruitment budget on an annual basis as department budget allows. The Supervising Associate Director of Student Athletics will write and submit annual reports to the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University that will analyze this information to enable annual review.

Recruitment of student-athletes will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Vanderbilt Athletics is meeting the needs of the underrepresented group in this area. Each year coaches and administrators determine an appropriate recruiting budget based on the program needs and programs.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Department of Student Athletics will promote, embrace and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.

Recruitment of student-athletes will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.
14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process.

The institution conducted a review of the academic retention rates for all student-athletes in relation to non-student-athletes, particularly the retention rates for women student-athletes. Also contracts and salaries were reviewed for gender equity.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas.

In an effort to create an inclusive environment to assist in the retention of under-represented gender and other groups, Vanderbilt Athletics has created a Diversity Committee, which aims to, “promote, embrace and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for and sensitivity to multiculturalism and diversity.” The committee comprises three subcommittees, addressing educational awareness, student-athlete outreach, and formal diversity planning. Several accomplishments of the committee during the most recent academic year include:

- Collaborating with university experts on diversity topics
- Promoting equal opportunity hiring practices through diverse applicant pools
- Offering best practices to department senior managers
- Equipping managers with ideas to build intercultural competence within staff and student-athletes
- Surveying student-athletes and department to access our culture
- Frequently communicating with senior management in department
- Producing diversity bulletin boards, newsletters, e-mail Quotes of the Month
- Increasing awareness and tolerance of many religious holidays
- Having an open door policy to discuss diversity issues
- Being an advisory group for department diversity challenges
- Participating in the Safe Zone LGBTQI Ally training and encouraging others in department to do likewise

In addition to the Diversity Committee, the Athletics Department offers the MentDore program for all new student-athletes. This program is specifically for all student-athletes initially enrolling at Vanderbilt. All full-time staff members can volunteer to participate (Athletics management team members are required) and are partnered with at least one new student-athlete. The MentDore program is designed to provide information, contacts, support, and role models to the new student-athletes. The Life Skills Coordinator, Alison Wenzel, oversees the program.

Finally, regarding student retention, Vanderbilt Athletics gathers data from exit interviews with graduating student-athletes to make improvements in the program.

To assist in the retention of staff, Vanderbilt Athletics provides a staff development class, helping staff learn more about the industry through a biweekly speaker. The department also provides funds for professional development opportunities; for example, for the third year in a row, we have supported staff’s participation in the year-long NCAA Minority and Ethnic Leadership Program. This investment in staff’s personal growth and development is, in part, an effort to grow leadership among staff of under-represented identities and encourage their long-term careers at Vanderbilt. In addition, a Morale Committee aims to create a fun and
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festive environment, soliciting suggestions to make the building more inviting and plan events for staff.
Vanderbilt Athletics staff has also participated in community service events together, all in an effort to grow
closer as a team.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the
underrepresented gender within the athletics program (any differences should be clearly explained in the
institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the
institution must include all male and female NCAA intercollegiate sports programs offered at the institution in
its program area analysis]

Vanderbilt Athletics is successfully meeting the needs of both women and men in this area. Through its many
resources to support students of all identities, the department has created an environment that welcomes
diversity and supports student retention.

Each of the racial and ethnic subgroups for each team has a retention rate above 900 with the exception of
Non-Resident Alien in Baseball (750) and Unknown in Men’s Basketball (875), however, due to the small
sample size of each of these categories, they are not a cause for concern. Additionally, American Indian, Asian,
and Hispanic/Latino male and female student-athletes have a perfect retention rate of 1000. All men’s and
women’s teams have a retention rate of at least 960, and no individual ethnic group has a retention rate
more than 60 points off of the team average with the exception of the Non-Resident Alien in Baseball and Unknown
in Men’s Basketball.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas,
including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The institution has a good retention rate and there has been no differences identified. The retention rate will
continue to be monitored in regard to gender equity. The Academic Performance Rate (APR) which is a part
of the NCAA APP Program will be reviewed on an annual basis. The Academic Performance Rate (APR) will
be reviewed on an annual basis. The Director of Compliance will report the findings to the Associate Directors
and the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University.
If inequities are discovered, the existing system should be reviewed and revised accordingly.

Retention will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in
Section 3.1 Question 10.

15. Participation in governance and decision-making. Involvement of department of athletics staff,
coaches and student-athletes from the under-represented gender within the athletics program in the
governance and decision-making processes of the athletics department; provision of leadership
opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and
department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be
conducted as part of the self-study process

Evaluation of this particular program area, included a review of the process for appointments to the Student
Athlete Advisory Committee (SAAC) and verification that “open door” policies are maintained.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across
each of the 15 areas

Vanderbilt Athletics strives for inclusive governance and decision-making whenever possible. Toward this
eand, the Student-Athlete Advisory Committee (SAAC) is a leadership committee for student-athletes and has
equal representation from each team. SAAC members serve as the formal body within the Athletic
Department that speaks on behalf of our student-athletes. These athletes are often consulted to voice their
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opinions about decisions within the athletics department, and the SAAC president presents a report to the Athletics management team on a monthly basis. Administrators attend the biweekly SAAC meetings to seek input from the student-athletes and to allow them to voice any concerns. Every year, two SAAC members attend a two-day meeting at the Southeastern Conference Office. In these meetings, the student-athletes meet with their peer SAAC members and discuss policies affecting student-athletes. The SAAC also organizes and participates in community service activities, social activities, and programs designed to raise awareness about athletic events and the accomplishments of student-athletes. Additionally, the administration will seek input from the entire student-athlete body on various issues and potential policy changes that affect them.

While the administration often uses the SAAC members as a liaison to the rest of our student-athletes, all student-athletes are welcome and encouraged to discuss any matters with coaches, senior administrators, or the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University. Vanderbilt Athletics supports an “open door policy” climate for students and staff, encouraging open dialogue within the department. In addition, separate monthly meetings are held with the coaches, the recruiting coordinators, and the administrative assistants in order to discuss topics and concerns. The student-athletes, coaches, recruiting coordinators, and administrative assistants are consulted before each new policy (either internal or as determined by the SEC or NCAA) goes into effect.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]

Vanderbilt athletics meets the needs of the underrepresented gender in this area. They have created an inclusive climate that empowers students of all identities to take part in their own governance and decision-making.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Department of Student Athletics will promote, embrace and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.

While there are no deficiencies identified, participation in governance and decision-making will be monitored and evaluated annually as described in detail in Vanderbilt’s gender-issue plan in Section 3.1 Question 10.

Question 10:

Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution’s status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution’s gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.
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Although no deficiencies have been found, Vanderbilt has completed a Plan for Improvement to monitor and adjust, as needed, the 15 program areas for gender. Please see the attached Gender Issues Plan for Improvement.

Question 11:

Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The Gender Issues Plan for Improvement includes the review of the EADA and NCAA financial reports by the Diversity Committee beginning in Fall 2011, and annually thereafter, through the Spring of 2016.

The Diversity Committee will report to the Associate Vice Chancellor and Chief of Staff for the Division of University Affairs and Athletics, Patricia Marett. The Diversity Committee members include the following:

Athletics Diversity Committee
Lori Alexander, Associate Director of Student Athletics
Angie Bess, Football Administrative Assistant
Kevin Colon, Associate Director of Student Athletics
Candice Lee, Chair, Associate Director of Student Athletics and SWA
Rod Williamson, Director of Communications
Melanie Balcomb, Women's Basketball Head Coach
Eric Chaffin, Associate Director of Game Operations and Facilities
Ian Duvenhage, Men's Tennis Head Coach
Joanne Eskreis, Administrative Assistant
Eugene Henderson, Academic Counselor
Christy Hogan, Academic Counselor
Eric Jones, Ticket Office Manager
Daniel MacLea, Athletic Trainer
Max Martin, Academic Counselor
George Midgett, Compliance Coordinator
Jeremy Organ, Women's Swimming Head Coach
John Peach, Compliance Coordinator
Vicky Picott, Women’s Basketball Assistant Coach
Alison Wenzel, Life Skills Coordinator
John Williamson, Women's Bowling Head Coach

Question 12:

A. Describe the institution’s efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

B. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

Note: If a plan concludes before the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

A. The institution’s gender issues plan for improvement is based on the analysis of the information collected during this self-study process. The Gender, Diversity and Student-Athlete Well-Being subcommittee, composed of faculty, students, student-athletes, staff, and Board of Trust members, reviewed the relevant information and submitted the plan for approval of the Steering Committee, which is composed of the institution’s Chancellor and other members by the Executive cabinet, as
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well as Board of Trust members, faculty, students, and staff. Additionally, Vanderbilt held open forums to allow any members of the University community to learn about and comment on the Self-Study Process prior to the submission of the report to the NCAA. The Chancellor will formally approve the plan for improvement before submitting to the NCAA.

B. The plan for improvement will be implemented starting Fall 2011 and continue thru Spring 2016.
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Operating Principle 3.2

Question 1:

List all "conditions for certification" imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:

a. The original "condition" imposed
b. The action(s) taken by the institution
c. The date(s) of the action(s)
d. An explanation for any partial or non-completion of such required actions.

Note: the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

There were no conditions for certification imposed on Vanderbilt University.

Question 2:

Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

a. The original goal(s)
b. The step(s) taken by the institution to achieve the goal(s)
c. The date(s) the step(s) was completed
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan; and
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

Vanderbilt University was found to be in conformity with the majority of the Operating Principles for diversity issues during the Second Cycle Peer Review. Based on the plan for improvement which the University created, the Peer Review Team made several recommendations for additional actions to be taken. While the original plan for improvement was not implemented, Vanderbilt initiated a different paradigm which achieved the goals of the Cycle 2 diversity issues plan and has resulted in more effective improvements in the athletics program. In September 2003, Vanderbilt restructured its Department of Athletics and placed it under the auspices of the Division of Student Life to allow student-athletes the same kind of collegiate experience as other students. The reorganization allowed for a closer collaboration between Athletics and other entities within the Division of Student Life, including, but not limited to, the Margaret Cuninggim Women’s Center, Campus Events, and Greek Life. The Division of Student Life is now a part of the Office of the Dean of Students. Athletics remains under the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University. However, there is still close collaboration on incorporating student-athletes into campus life. The recommendations from the prior self-study and subsequent improvements made since the restructuring are listed below:

1. a) Develop and publish a written diversity statement
b) The following statement was developed and published on the department’s website after the last self-study: “The Department of Student Athletics will promote, embrace and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.”

c) The Department of Student Athletics Diversity Statement was created in 2003.

d) Not applicable

2. a) Designate a group to monitor and evaluate the nine minority issues program areas.
b) A Title IX and Diversity Committee was created. The committee currently exists as the Diversity Committee and its purpose is to address issues of diversity and gender. The committee meets monthly. Three subcommittees have been created within the committee. The first focuses on education and awareness, the second is a student-athlete outreach team, and the third works towards the department’s affirmative action and minority issues initiatives.

c) The Title IX and Diversity Committee was created in 2006.

d) Not applicable

3. a) Annually identify, promote, and monitor participation in programs and activities that enhance diversity.
b) Department staff was asked to complete a survey about their attitudes toward diversity. Workshops on religion and education; diversity; Lesbian, Gay, Bi-Sexual, Transgender, Queer, and Intersex (LGBTQI) issues; and Equal Employment Opportunity/Affirmative Action were held for students and staff. Department staff received Safe Zone training and advice from the Office of LGBTQI Life staff, as well as EEO/AA, Diversity, and Disability training from the University’s affirmative action office.

c) The survey was created in 2006. Trainings have occurred throughout the 2nd Cycle.

d) Not applicable

4. a) Continue to increase minority student and student-athlete population.
b) Diverse VU, an ongoing multicultural visit program designed to introduce prospective students to the university and to the vibrancy of undergraduate life, was implemented. The total new freshman minority enrollment is up by 24% over last year, with 432 students self-declaring minorities. Almost 29% of the freshman students are minorities, up from 23% last year. The number of international students is up 18% from 2008, with international students making up 5.3% of the freshman class. Likewise, the number of student-athletes of color is now 40%—an increase from 39% in the previous year and 38% in year 1, according to the Race or Ethnic Composition charts. Also, beginning in the fall of 2009, financial aid packages for incoming and current undergraduate students include no need-based loans. Demonstrated financial need is now replaced with increased amounts of Vanderbilt scholarship and/or grant assistance to enable talented students who may have financial challenges to attend the university. According to the Racial or Ethnic Composition charts (attached) the overall population of student-athletes of color has remained consistent.

c) Diverse VU began in the fall of 2009 and includes a discussion of financial aid and affordability.

d) Not applicable

5. a) Continue to monitor graduation rates of minority student-athletes and offer academic support.
b) Vanderbilt has maintained good graduation rates for its student-athletes.

c) Graduation rates are reported annually in the NCAA Federal Graduation Rates Report. The federal graduation rate for all students is 89%, and for all student-athletes the rate is 80%. The graduation rate for minority student-athletes is 88.25%. Academic support services are available for all students, including student-athletes, and each of Vanderbilt’s four undergraduate schools has its own undergraduate advising system. All students can access Faculty Advisers in the summer prior to arriving on campus. In addition to the formal advising systems, many other resources are available to students, including tutors, walk-in advising, help desks, independent study groups, study skills development, critical thinking workshops, and the Writing Studio. The Vanderbilt Career Center offers undergraduates a comprehensive array of services designed to help them choose or prepare
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for a career. Vanderbilt is also committed to the provisions of the Rehabilitation Act of 1973 and Americans with Disabilities Act. Any student with a documented disability who seeks accommodation is encouraged to contact the Equal Opportunity, Affirmative Action, and Disability Services Department. The EAD currently provides services for 14 student-athletes.

d) Not applicable

6. a) Continue representation of students of color from all sports on Student Advisory Board.
b) Minority students are represented on the Student Advisory Board. Athletics is very deliberate about ensuring that the Student-Athlete Advisory Committee is diverse. Coaches, in conjunction with Athletics administration, recommend students for the board. Currently 33 student-athletes serve on the board. Of that number, 1 is an Asian American female; 5 are African American and 2 of those are female; 1 is a Hispanic female.
c) Committee membership is reviewed and updated each year as needed.
d) Not applicable

7. a) Continue development of annual affirmative action program with numerical goals for every job group.
b) Vanderbilt produces an affirmative action plan with numerical goals. The Athletics Department has consistently implemented good faith efforts and makes consistent progress towards its goals for females and minorities each year. The Office of Federal Contract Compliance Programs (OFCCP) of the U.S. Department of Labor recently reviewed Vanderbilt’s affirmative action program and the supporting data. Successfully passing such scrutiny is an endorsement of Vanderbilt’s efforts to comply fully and faithfully with EEO and AA guidelines.
c) The affirmative action plan is updated annually.
d) Not applicable

8. a) Enhance and increase efforts to identify and recruit minorities for senior administrative and coaching positions.
b) Vanderbilt’s Human Resources department provides a website that posts vacant positions. Additionally, notices are sent to organizations that market to women, people of color, people with disabilities, and veterans to encourage them to apply. The Athletics Department has consistently implemented good faith efforts and makes consistent progress towards its goals for females and minorities each year. In addition to the Vanderbilt website, notices of employment openings in Athletics are also sent to the NCAA.
c) Vanderbilt’s Human Resources website was created in 2003.
d) Not applicable

9. a) Increase numbers of minorities in administration
b) The number of minorities in senior administrative positions increased from 1 to 4. Also, administrative personnel are provided with relevant training and professional development opportunities to increase their marketable skills and chances for advancement. The 2009 NCAA Diversity and Inclusion Intern Profiles CD was also shared with the management team to promote a more diverse management pool. Athletics staff are allowed and encouraged to participate in NCAA training sessions such as the NCAA Leadership Institute for Ethnic Minority Males and Females. The current Compliance Coordinator was a member of the 2009-10 class.
c) This increase took place over a 3-year period as indicated in the chart, Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS).
d) Not applicable

10. a) Annual review of programs and collaborative efforts related to issues affecting minority student-athletes.
b) A subcommittee of the Athletics Diversity Committee regularly meets to evaluate diversity issues relative to student-athletes, including those specific to minority athletes. The full Athletics Diversity Committee also reviews such matters and makes recommendations as necessary. In addition, the committee holds regular dialogue with the Athletics Management Team.
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c) EEO/AA training is provided to the management team on a yearly basis.
d) Not applicable

11. a) Disseminate the athletics mission statement as widely as possible.
   b) The athletic department’s current mission statement is “We prepare student-athletes to become leaders and champions in life by placing the highest values on integrity, character, sportsmanship and victory”. This mission statement is available to the public through Vanderbilt’s athletics department website. In addition, the mission statement is displayed in all athletics department employees’ offices and is published in the Annual Report.
   c) The statement was updated in 2010.
   d) Not applicable

Question 3:
Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the Committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:
- The additional goal(s)
- The step(s) taken by the institution to achieve the goal(s)
- The date(s) the step(s) was completed.

During the 2008/09 academic year, the Diversity Committee implemented the following improvements:
- A forum was created to voice concerns and increase awareness related to inclusion.
- The diversity survey, which was created during the previous year, was distributed.
- A diversity issues bulletin board was put on display.
- Safe Zone training was completed.
- Regular dialogues with the Athletics Management Team were held.
- Regular input from department staff for committee agenda items was sought and received.
- Alphabet Soup (EEO/AA training workshops) was completed.
- Religious diversity workshops were attended.

Question 4:
Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for department of athletics staff, coaches and student-athletes.

In response to the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendment Act (ADAAA), Vanderbilt University implemented non-discrimination policies, which protect individuals with disabilities from discrimination in the workplace, school, and other settings. Vanderbilt has also changed its policies in regards to the Genetic Information Nondiscrimination Act (GINA) of 2008. The Equal Opportunity, Affirmative Action, and Disability Services (EAD) Office is the University’s equal opportunity/affirmative action office. Formerly the Opportunity Development Center (ODC), the office was renamed in January 2010 so that members of the Vanderbilt University community could more easily recognize, locate, and access the office. The EAD is committed to equal opportunity and affirmative action for faculty, staff, students, and the leadership of Vanderbilt University. The Director of the EAD is also the University’s Title IX, Title VI, and ADA coordinator. The Associate Director of Student-athletes/Senior Woman Administrator is the chair of the Diversity Committee. The Equal Opportunity and Affirmative Action Policy has recently been updated and is compliant with federal law. (http://hr.vanderbilt.edu/POLICIES/hr-001.pdf)
A seminar is offered to faculty and staff by the EAD, which discusses diversity in the workplace, discrimination, sexual harassment, the Americans with Disabilities Act, and Vanderbilt's Affirmative Action Program. It also covers pertinent Vanderbilt policies, administrative responsibilities and procedures on how to file a grievance and complete a Self-Audit Report. Workshops on Attitudes toward Differences, Sexual Harassment, and Disabilities are also available. In addition, Vanderbilt Human Resources has Equal Opportunity and Affirmative Action Policies, Anti-Harassment Policies, Domestic Partner Benefit Policies, and an Adoption Assistance Policy available to all faculty and staff.

Through the Diversity Committee, the Department of Student Athletics promotes, embraces, and values multiculturalism and diversity amongst its staff and student-athletes, while providing a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity. The Diversity Committee gives reports in both the monthly coaches meetings and the full staff meetings. The Life Skills program is set up by the athletics department for all student-athletes and among other things is committed to promoting sportsmanship, equity, fair play, and integrity. The Student-Athlete Advisory Committee (SAAC) is also created for student-athletes. SAAC collaborates with the Athletics administration on issues regarding student-athletes. Other organizations and clubs are available to all Vanderbilt students, including student-athletes, which cover a variety of Vanderbilt recognized-protected classes. These classes include age, disability, sex/gender, military service, religious/spiritual, race/national origin/color, and sexual orientation/gender-identity/gender-expression. A list of these clubs and organizations can be found at http://www.vanderbilt.edu/ead/orgs.html.

**Question 5:**

Describe the institution’s written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution’s written statements are communicated directly to department of athletics staff, coaches and student-athlete.

Vanderbilt has written policies in place that deal with diversity at every level of the organization. The university’s mission statement embraces equality and compassion in all endeavors. There are several offices on Vanderbilt’s campus, including the Equal Opportunity, Affirmative Action, and Disability Service Office (EAD); the Lesbian, Bisexual, Gay, Transsexual, Queer, and Intersex Office (LBGTQI); the Black Cultural Center; the Women’s Center; the Office of Religious Life; the Office of Leadership Development and Intercultural Affairs; and more, that have written policies which promote diversity and inclusion. In addition to these institutional offices, there are several student groups on campus that have written missions to further diversity-issues at Vanderbilt. All of these written statements can be found on the Vanderbilt website. In addition to this information source, a seminar is offered to faculty and staff by the EAD, which highlights diversity-issues and offers information about each of these groups. All Vanderbilt students are made aware of these groups through campus advertising. Student-athletes are also exposed to them through Life Skills, a program set up by the athletics department for all student-athletes, which, among other things, is committed to promoting sportsmanship, equity, fair play, and integrity. The Student-Athlete Advisory Committee (SAAC) is also created for student-athletes. SAAC collaborates with the Athletics administration on issues regarding student-athletes.

**Question 6:**

Describe how matters concerning diversity issues for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics makes monitoring and evaluating diversity issues a part of everyday operations. This is done primarily through the senior administration within the department. Associate athletic directors meet on a weekly basis, and diversity-issues are frequent topics of discussion. Along this same vein, senior administrators hold regular meetings with all coaches, head coaches, and the Student-Athlete Advisory Committee. In each of these meetings, any diversity concerns are discussed and addressed. In addition to
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these efforts, the athletics department has an Athletics Diversity Committee, which meets regularly to discuss diversity issues within the athletics department. This committee also holds forums for staff and coaches. The department recently started a staff development program that mirrors the NCAA Leadership Institute for Ethnic Minority Males and Women that allows Department of Athletics staff to gain leadership experience through exposure to training, development sessions, and meetings with intercollegiate athletics leaders.

Question 7:
Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

Through the Diversity Committee, which was established in September 2006, the Department of Student Athletics promotes, embraces, and values multiculturalism and diversity among its staff and student-athletes, while providing a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity. The department recently started a staff development program that mirrors the NCAA Leadership Institute for Ethnic Minority Males and Women that allows Department of Athletics staff to gain leadership experience through exposure to training, development sessions, and meetings with intercollegiate athletics leaders. The Student-Athlete Advisory Committee (SAAC) is also created for student-athletes as well as the Life Skills organization. SAAC collaborates with the Athletics administration on issues regarding student-athletes. The EAD also collaborates with the Bishop Joseph Johnson Black Cultural Center, Human Resources, Margaret Cuninggim Women’s Center, Diversity in Medical Education Office, Leadership Development & Intercultural Affairs Office, LGBTQI Life Office, Religious Life Office, Psychological and Counseling Center, Sexual Assault Center, and the School of Nursing’s Diversity Group. These offices and organizations are available to student-athletes and the whole student body. Other organizations and clubs are available to all Vanderbilt students, including student-athletes, which cover a variety of Vanderbilt recognized-protected classes. These classes include age, disability, sex/gender, military service, religious/spiritual, race/national origin/color, and sexual orientation/gender-identity/gender-expression. A list of these clubs and organizations can be found at http://www.vanderbilt.edu/ead/orgs.html.

Question 8:
Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

Diverse VU, a multicultural visit program designed to introduce prospective students to the university and to the vibrancy of undergraduate life was implemented. This academic year, 29% of the undergraduate population is minority. Beginning in the fall of 2009, financial aid packages for incoming and current undergraduate students include no need-based loans. Demonstrated financial need is now replaced with increased amounts of Vanderbilt scholarship and/or grant assistance to enable talented students who may have financial challenges to attend the university. This makes the admission process both blind to race and financial need.

The department works with Vanderbilt’s Human Resources department to recruit for staff vacancies. Vanderbilt’s Human Resources department provides a website that posts vacant staff positions. Additionally, notices are sent to organizations that market to women, people of color, people with disabilities, and veterans. The Athletics Department has consistently implemented good faith efforts and makes consistent progress towards its goals for recruiting women and minorities each year. In addition to the Vanderbilt website, notices of employment openings are also sent to the NCAA.

Search firms are used to recruit for head coach positions. Vanderbilt Human Resources has a procedure for employing search firms which contractually obligates the firm to adhere to Vanderbilt’s equal opportunity and affirmative action guidelines. A national search firm with expertise in these searches is used instead of
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relying on the typical procedures used for Assistant Coaches or non-revenue sports. The search firm compiles the salary information, graduation rates, and the background information on the candidates. In addition to the Vice-Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University, the Chancellor, the Vice-Chancellors, a subcommittee of athletics management staff, and a subcommittee of the Board of Trust are involved in the search process.

Question 9:

Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

Vanderbilt produces an annual affirmative action plan with numerical goals. The athletics department implements good faith efforts and makes progress towards its goals for females and minorities each year, consistent with the University's affirmative action program. A compensation analysis of all university employees is conducted annually as part of the affirmative action plan. The Office of Federal Contract Compliance Programs (OFCCP) of the U.S. Department of Labor reviewed Vanderbilt's affirmative action program and the supporting data in 2008. Successfully passing such scrutiny, as Vanderbilt did, is an endorsement of Vanderbilt's efforts to comply fully and faithfully with EEO and AA guidelines.

Question 10:

Describe institutional and department of athletics polices related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

Vanderbilt’s Athletics Department works with Human Resources and the Equal Opportunity, Affirmative Action, and Disability Services Department on its hiring practices. The Athletics Department does not normally utilize outside firms, truncated, or expedited hiring processes, except when searching for head coaches of revenue sports. For those head coaches, due to timing and the limited number of qualified candidates, an outside search firm is used. The processes utilized for the two high profile positions filled since the previous self-study are explained below.

Search for Head Football Coach – Bobby Johnson retired effective July 31, 2010

Robbie Caldwell, who was the Assistant Head Coach and Offensive Line Coach, was named Interim Head Football Coach and then Head Football Coach after Bobby Johnson announced his retirement. There was no formal search, because Coach Caldwell had negotiated a provision in his contract that required that Vanderbilt offer him the Head Coach position if Coach Johnson left that position.

Search for Head Football Coach – Robbie Caldwell stepped down as Head Football Coach effective November 27, 2010.

Robbie Caldwell stepped down as Head Football Coach effective November 27, 2010. Vanderbilt retained a national search firm, Parker Executive Search, to assist with the selection. In selecting a Head Coach, experience in that role or as a proven offensive or defensive coordinator was an important factor. Due to the small pool of potential candidates and the timing issues, a national search firm with expertise in these searches was used instead of relying on the typical procedures used for Assistant Coaches or non-revenue sports. The search firm compiled the salary information, graduation rates, and the background information on the candidates. In addition to the Vice-Chancellor for University Affairs and Athletics, the Chancellor, the Vice-Chancellors, a subcommittee of athletics management staff, and a subcommittee of the Board of Trust
was involved in the search process. As a result of the national search, James Franklin has now been hired as the Head Football Coach. He is the first minority head coach to lead the Vanderbilt football program.

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### Question 11:

For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level)
- Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletics trainers, ticket managers, academic support staff and facility managers, even if the position is not funded by or does not report to the department of athletics)
- Full- and part-time head coaches
- Full- and part-time assistant coaches (including graduate assistant and volunteer coaches)
- Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members
- Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student-athlete advisory committee) members (if any).

[Note: Use the supplied chart (Racial or Ethnic Composition of Personnel on Page Nos. 62-63) to compile the data requested in this self-study item.]

- The composition of people of color has increased from 2 to 4 people, or 18-36%, in the Senior Administrative Athletics Dept. Staff for the three most recent years for which data are available.
- The level of minorities in Other Professional Athletics Dept. Staff has steadily grown from 11 persons in 2007-2008, to 16 in the most recent year.
- Likewise, the number of Head Coaches who are minorities has grown from 1, or 6.25%, to 3, or 18.75%, over the relevant time period.
- The representation of minorities among assistant coaches has fluctuated during the relevant time period from 17.9% in year 1, to 25% in year 2, and to 16% in year 3.
- The Faculty Athletics Representative for the three relevant years was an African American male. Currently, the University’s chief academic officer, a white male, serves as faculty athletics representative.
- The University Board of Trustee’s minority participation has averaged between 6.2% and 10.2% during the relevant time period.

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### Question 12:

For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

[Note: Use the supplied chart (Racial or Ethnic Composition of all Students on Page Nos. 64-65) to compile the data requested in this self-study item.]

Please refer to the completed “Racial or Ethnic Composition of all Students/Students Generally and Student-Athletes on Athletics Aid” chart provided on page 215.

Roberta Bell, Director of Institutional Research, compiled information for the aforementioned chart; sources included reports created for the Integrated Postsecondary Education Data System (IPEDS) for the undergraduate degree-seeking population. This information is reported as of the tenth day of classes—the day of the official University count. The scholarship counts were derived from squad lists supplied to the DragonFly SEC system. For diversity data of all University students for the last three years, please see the “Race & Ethnic Distribution: Undergraduate” chart from the Vanderbilt University Fact book (attachment).
Operating Principle 3.2
Diversity Issues

For the past three years (2007-08, 2008-09, 2009-10), the number of student-athletes receiving financial aid mirrored the overall student racial/ethnic demographics within a 17 percent difference. Overall, both the student-athletes who received athletics aid, and all students are a diverse group. The student-athletes are a slightly more diverse group than is the general student body. For the most recent three-year period, minority student-athletes who receive athletic aid represent 40 percent of the student-athlete population, while minority students who receive aid represent 36 percent of the general student body population.

Specifically, African-American student-athletes and Whites constitute greater percentages of the student-athlete population. African-American student-athletes make up 24 percent of the student-athlete population, while African Americans in the general student body make up 8.4 percent of the general population. The “other” ethnic classification is 9.5 percent of the student-athlete population, compared to 10.6 percent of the general student body. Hispanic enrollment in the general student body is greater than the student-athlete population (6 percent vs. 0.7 percent). This is also the case for Asian Americans enrollment, with 3 percent of the student-athlete population, compared to 7 percent of the general student body.

**Question 13:**

For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.  
[Note: Use the supplied chart (Racial or Ethnic Composition of Student-Athletes by Sport Group on Page Nos. 66-67) to compile the data requested in this self-study item.]

Please refer to the completed “Racial or Ethnic Composition of Student-Athletes by Sport Group” chart.

Roberta Bell, Director of Institutional Research, compiled information for the aforementioned chart; sources included reports created for the Integrated Postsecondary Education Data System (IPEDS) for the undergraduate degree-seeking population. This information is reported as of the tenth day of classes—the day of the official University count. The scholarship counts were derived from squad lists supplied to the DragonFly SEC system.

The years reviewed for this Self-Study Item were 2007-2008, 2008-2009 and 2009-2010. The following data and analysis were generated when analyzing the three most recent academic years of the requested sport groups for students who received athletic aid against information from the Vanderbilt Factbook regarding racial and ethnic information about the entire Vanderbilt undergraduate population.

- In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 0.3%, 0.5%, and 0.5% American Indian respectfully. During these three years, only one American Indian was on aid as a student-athlete, which represented 0.4% of student-athletes as a whole. This difference from the undergraduate population is very small.

- In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 6.6%, 6.9%, and 7.6% Asian/Pacific Islanders respectfully. In these same years there were 5, 7, and 9 student-athletes identified as Asian/Pacific Islander. Each of these years Asian/Pacific Islander student-athletes represented less than 0.4% of all student-athletes. During this period each sport group, except Women’s Basketball, had at least one Asian/Pacific Islander on the roster.

- In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 9.1%, 8.7%, and 8.5% African-American respectfully. African-Americans have represented 26.4%, 26.3%, and 21.2%. During this period, only Men’s Track/Cross Country and Men’s Other Sports and Mixed Sports did not have an African-American Participant. In each of the three years, African-Americans were a majority on both the Men’s Basketball and Football Sport Groups.
In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 5.5%, 5.9%, and 6.3% Hispanic. During this period there have been 5 Hispanic student-athletes on aid: one in Baseball, one in Football, and three in Women’s Other Sports. Over the three-year period this represents 0.7% of all student-athletes on aid.

In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 63.3%, 59.2%, and 55.4% White respectfully. During this period 63.8%, 61.3%, and 57.9% of student-athletes on aid have been White. These numbers closely resemble trends in the student body as a whole. White student-athletes were represented in each Sport Group with the highest concentration being in Women’s Other Sports where White student-athletes represented 90.5% of all participants on aid over the three-year period.

In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 3.0%, 3.4%, and 3.0% Non-Resident Alien respectfully. Over this period there were 13 Non-Resident Aliens on athletics aid. In none of the three years did they represent more than 1.8% of all student-athletes on aid. Non-Resident Aliens were represented in Baseball, Men’s Basketball, Men’s Track/Cross Country, Women’s Track/Cross Country, and Women’s Other Sports. The only group that had more than one Non-Resident Alien was Men’s Basketball, which had two.

In the past three academic years (07-08, 08-09, and 09-10), Vanderbilt’s undergraduate population has been 0.7%, 0.8%, and 0.9% students from a non-specified race and 11.5%, 14.7%, and 16.8% with Unknown race. There have been 5.7%, 8.3%, and 14.3 of student-athletes identified as Other. Every Sport Group has had student-athletes on aid that identify as Other. The majority of these student-athletes are with Football which was comprised of 20.5% Other in the 09-10 academic year.

**Question 14:**

**Using the program areas for diversity issues, provided on Page No. 77.**

**1. Assessment:** Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution’s and department of athletics’ written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the four diversity program areas.

   a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process.

   In order to gather a complete study of each of the four program areas, members of the Gender, Diversity, and Student-athlete Well-Being subcommittee reviewed written materials, solicited information from the Athletics staff, and directly observed the athletics department facilities. For data in all of the four program areas, the subcommittee interviewed Athletics Department Director of Compliance Candice Lee and associate directors Lori Alexander, Kevin Colon, and Brock Williams. In addition, the subcommittee reviewed written materials such as the Student-athlete Handbook and the Vanderbilt Athletics web site for data in every area.

   b. Provide data demonstrating the institution’s status and commitment across each of the four areas.

   Vanderbilt Athletics has demonstrated a commitment to assessment for the purpose of promoting diversity by tracking demographic and other data regularly. The participation of student-athletes across teams is monitored for proportionality and diversity, and other data related to students’ health and well-being is regularly assessed through the annual Quality of Life survey administered by the Dean of Students Office. In addition, with their open-door policy the Athletics administration has created an environment that encourages informal assessment and welcomes frank discussions.

   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis).
Vanderbilt Athletics is successfully meeting the needs of student-athletes and staff with diverse racial, ethnic, and other backgrounds by creating intentional avenues by which they are made welcome, mentored, and promoted. Through the Diversity Committee, the experiences of students and staff of diverse identities are fore grounded, and discussions about inclusion occur and promote positive change. Further, the aforementioned mentor programs for both students and staff invest in their leadership.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Department of Student Athletics will promote, embrace, and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.

2. Retention: Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under-represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of each of the four program areas, members of the Gender, Diversity, and Student-athlete Well-Being subcommittee reviewed written materials, solicited information from the Athletics staff, and directly observed the athletics department facilities. For data in all of the four program areas, the subcommittee interviewed Athletics Department Director of Compliance Candice Lee and associate directors Lori Alexander, Kevin Colon, and Brock Williams. In addition, the subcommittee reviewed written materials such as the Student-athlete Handbook and the Vanderbilt Athletics web site for data in every area.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas

In an effort to create an inclusive environment to assist in the retention of under-represented gender and other identities, Vanderbilt Athletics has created a dynamic Diversity Committee, which aims to, “promote, embrace, and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for and sensitivity to multiculturalism and diversity.” The committee comprises three subcommittees, addressing educational awareness, student-athlete outreach, and formal diversity planning. Several accomplishments of the committee during the most recent academic year include:

- Collaborating with university experts on diversity topics
- Promoting equal opportunity hiring practices through diverse applicant pools
- Offering best practices to department senior managers
- Equipping managers with ideas to handle diversity incidents
- Surveying student-athletes and department to assess our culture
- Frequently communicating with senior management in department
- Producing diversity bulletin boards, newsletters, e-mail Quote of the Month
- Increasing awareness and tolerance of many religious holidays and practices
- Having an open door policy to discuss diversity issues
- Being an advisory group for department diversity challenges
- Participating in the Safe Zone LGBTQI Ally training and encouraging others in department to do likewise

In addition to the Diversity Committee, the athletics department offers the MentDore program for all new student-athletes. This program is specifically for all student-athletes initially enrolling at Vanderbilt. All full-time staff members can volunteer to participate (Athletics Management team members are required) and are
paired up with at least one new student-athlete. The MentDore program is designed to provide information, contacts, support and role models to the new student-athletes. The Life Skills Coordinator, Alison Wenzel, oversees the program.

Finally, regarding student retention, Vanderbilt Athletics gathers data from exit interviews with graduating student-athletes to make improvements to the program.

To assist in the retention of staff, Vanderbilt Athletics provides a staff development class and helps staff learn more about the industry through a biweekly speaker. The department also provides funds for professional development opportunities; for example, for the third year in a row, they have supported staff’s participation in the year-long NCAA Minority and Ethnic Leadership Program. This investment in staff’s personal growth and development is, in part, an effort to grow leadership among staff of under-represented identities and encourage long-term careers at Vanderbilt. In addition, a Morale Committee aims to create a fun and festive environment, soliciting suggestions to make the building more inviting and plan events for staff. Vanderbilt Athletics staff has also participated in community service events together, in an effort to grow closer as a team.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis)

Vanderbilt Athletics is successfully meeting the needs of student-athletes and staff with diverse racial, ethnic, and other backgrounds by creating intentional avenues by which they are made welcome, mentored, and promoted. Through the Diversity Committee, the experiences of students and staff of diverse identities are fore grounded and discussions about inclusion occur and promote positive change. Further, the aforementioned mentor programs for both students and staff invest in their leadership.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Department of Student Athletics will promote, embrace and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.

3. Partnerships: Collaboration and integration between department of athletics and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of each of the four program areas, members of the Gender, Diversity, and Student-athlete Well-Being subcommittee reviewed written materials, solicited information from the Athletics staff, and directly observed the athletics department facilities. For data in all of the four program areas, the subcommittee interviewed Athletics Department Director of Compliance Candice Lee and associate directors Lori Alexander, Kevin Colon, and Brock Williams. In addition, the subcommittee reviewed written materials such as the Student-athlete Handbook and the Vanderbilt Athletics web site for data in every area.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas

The Department of Athletics demonstrates a commitment to partnership and has continued to build upon many healthy relationships with campus partners. Some of those campus partners include the Office of the Dean of Students, the Provost’s Office, Office of Undergraduate Admissions, various student organizations, the Margaret Cuninggim Women’s Center, and the Office of LGBTQI Life.
A joint venture between Vanderbilt Athletics and The Margaret Cuninggim Women’s Center is the Athletes Against Assault. This organization is comprised of student-athletes from each of the fifteen athletic teams, as well as advisers from the athletics department and Margaret Cuninggim Women’s Center. The task force was created in an effort to challenge cultural values that support violence against women, and to hold accountable individuals who perpetrate these crimes. The task force’s mission is to facilitate the creation of a campus that is safer for all students and one that helps victims/survivors of such violence to seek help and support.

Within the department, a new initiative called MentDOREs was created. The MentDOREs program serves as a guide, counselor, and friend to student-athletes, which inspires and facilitates academic, career, and personal achievements. The goal of the program is for MentDOREs to develop a relationship with the student-athlete, which will create a channel for the passage of information, advice, challenges, opportunities, and support, with the ultimate goal of facilitating achievement and having fun. This program is specifically for student-athletes initially enrolling at Vanderbilt. All full-time staff members can volunteer to participate (Athletics Management team members are required) and are paired up with at least one new student-athlete.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis)

Vanderbilt Athletics is successfully meeting the needs of student-athletes and staff with diverse racial, ethnic, and other backgrounds by creating intentional avenues by which they are made welcome, mentored, and promoted. Through the Diversity Committee, the experiences of students and staff of diverse identities are foregrounded and discussions about inclusion occur and promote positive change. Further, the aforementioned mentor programs for both students and staff invest in their leadership.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Department of Student Athletics will promote, embrace and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.

4. Participation in governance and decision-making: Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process

In order to gather a complete study of each of the four program areas, members of the Gender, Diversity, and Student-athlete Well-Being subcommittee reviewed written materials, solicited information from the Athletics staff, and directly observed the athletics department facilities and data. For data in all of the four program areas, the subcommittee interviewed Athletics Department Director of Compliance Candice Lee and associate directors Lori Alexander, Kevin Colon, and Brock Williams. In addition, the subcommittee reviewed written materials such as the Student-athlete Handbook and the Vanderbilt Athletics web site for data in every area.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas
Vanderbilt Athletics strives for inclusive governance and decision-making whenever possible. Toward this end, the Student-Athlete Advisory Committee (SAAC) is a leadership committee for student-athletes with equal representation from each team. SAAC members serve as the formal body within the athletics department that speaks on behalf of the student-athletes. These athletes are often consulted to voice their opinions about decisions within the athletics department, and the SAAC president presents a report to the Management Team on a monthly basis. Administrators attend the biweekly SAAC meetings to seek input from the student-athletes and voice any concerns. Every year, two SAAC members attend a two-day meeting at the Southeastern Conference Office. In these meetings, the student-athletes meet with their peer SAAC members and discuss policies that affect student-athletes. The SAAC also organizes and participates in community service activities, social activities, and programs designed to raise awareness about athletic events and the accomplishments of student-athletes. Additionally, the administration will seek input from the entire student-athlete body on various issues and potential policy changes that affect them.

While the administration often uses SAAC members as liaisons to the rest of the student-athletes, all of the athletes are welcome and encouraged to discuss any matters with coaches, senior administrators, the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University. Vanderbilt Athletics supports an “open door policy” climate for students and staff, encouraging open dialogue within the department. In addition, separate monthly meetings are held with the coaches, the recruiting coordinators, and the administrative assistants to discuss topics and concerns, and are consulted before each new policy (either internal or as determined by the SEC or NCAA) goes into effect.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis)

Vanderbilt Athletics is successfully meeting the needs of student-athletes and staff with diverse racial, ethnic, and other backgrounds by creating intentional avenues by which they are made welcome, mentored, and promoted. Through the Diversity Committee, the experiences of students and staff of diverse identities are foregrounded and discussions about inclusion occur and promote positive change. Further, the aforementioned mentor programs for both students and staff invest in their leadership.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

The Department of Student Athletics will promote, embrace, and value multiculturalism and diversity amongst its staff and student-athletes and provide a comfortable environment for the understanding of, respect for, and sensitivity to multiculturalism and diversity.

Question 15:

Using the “plan for improvement” section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (see Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution’s status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution’s diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.
Although no significant differences were found in the area of diversity, Vanderbilt has committed to a Diversity Plan for Improvement for purposes of review and revision, if needed. See the attached Diversity Plan for Improvement.

Question 16:

Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

At present, Vanderbilt does not assess the campus diversity climate. As part of its Diversity Plan for Improvement, the institution has committed to do so and will compare its Athletics Department Diversity Issues Plan for Improvement with the institutional assessment. It is Vanderbilt’s stance that the lack of an institutional assessment is not an indicator of a deficiency in its Athletics diversity efforts.

Question 17:

Describe the institution’s efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active. *If a plan concludes before the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.*

The institution’s diversity issues plan for improvement is based on the analysis of the information collected during this self-study process. The Gender Issues/Diversity and Student-Athlete Well Being subcommittee, composed of faculty, students, student-athletes, staff, and Board of Trust members, reviewed the relevant information and submitted the plan to the Steering Committee, which is composed of the institutions’ Chancellor and other members of the Executive cabinet, as well as Board of Trustee members, faculty, students, and staff, for approval. Additionally, Vanderbilt held open forums to allow any members of the University community to learn about and comment on the Self Study Process prior to the submission of the report to the NCAA.
Operating Principle 3.3
Student-Athlete Well-Being

Question 1:
List all “conditions for certification” imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:

a. The original “condition” imposed
b. The action(s) taken by the institution
c. The date(s) of the action(s)
d. An explanation for any partial or non-completion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

There were no conditions for certification imposed on Vanderbilt University.

Question 2:
List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:

a. The original goal(s)
b. The step(s) taken by the institution to achieve the goal(s)
c. The date(s) the step(s) was completed
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

As there were not conditions for certification, an improvement plan was not developed.

Question 3:
Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

a. The additional goal(s)
b. The step(s) taken by the institution to achieve the goal(s)
c. The date(s) the step(s) was completed

The Department of Student Athletics created a Student Services unit in July 2010 to combine the efforts of multiple offices in order to effectively serve our student-athletes. The Associate Director of Student Athletics and Senior Woman Administrator oversees this area, which includes Academic Support, Compliance, and Life Skills.

The Department of Athletics facilitates a Wellness Committee that meets on a monthly basis, chaired by the Life Skills Coordinator. The goal of the Wellness Committee is to inform and educate student-athletes about the various health and wellness related issues they will encounter throughout their time at Vanderbilt and beyond. The group collaborates with departmental, campus, and national experts in order to ensure that Vanderbilt staff are up-to-date on issues faced by the student-athletes and that these new and emerging issues are addressed appropriately. The Wellness Committee offers activities and programs to assist student-athletes in functioning optimally across all dimensions of their lives. The following areas are represented on the committee: Athletics Administration, Strength and Conditioning, Student Services, and the Psychological and Counseling Center.
The Department launched a mentoring initiative in Fall 2010 for new student-athletes called the "MentDore Program." This program is specifically for all student-athletes initially enrolling at Vanderbilt. All full-time staff members can volunteer to participate (Athletics Management team members are required) and are paired up with at least one new student-athlete. The MentDore program is designed to provide information, contacts, support and role models to the new student-athletes. The Life Skills Coordinator, Alison Wenzel, oversees the program.

Question 4:

Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of your current student-athlete exit-interview instrument.]

Attachment

Question 5:

Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

- At the start of the academic year, the Associate Directors provide the Executive Assistant for Athletics Administration with a list of anticipated graduating/departing student-athletes. Any updates to this list are sent directly to the Executive Assistant via email.
- The Executive Assistant sends the exit interview survey to student-athletes via email using the schedule below:
  - **On or around November 1**: Fall Sports
    - **Designated Fall Sports**: Football, Women's Soccer, Men's Cross Country, Women's Cross Country
  - **On or around December 1**: Fall Sports (Reminder)
  - **On or around March 1**: Spring Sports
    - **Designated Spring Sports**: Women's Swimming, Women's Bowling, Men's Basketball, Women's Basketball, Men's Tennis, Women's Tennis, Women's Lacrosse, Men's Golf, Women's Golf, Women's Track & Field, Baseball
  - **On or around April 1**: Spring Sports (Reminder)
- The Executive Assistant randomly assigns an administrator (includes Vice Chancellor and Associate Directors) to each student-athlete to conduct an in-person interview. Associate Directors should not be assigned to student-athletes from teams for which they have direct oversight responsibilities.
- Student-athletes may return the survey electronically or in-person. The Administrators make every effort to follow-up with their assigned student-athlete(s) within 10 days of the survey being sent. Comments from any follow-up interviews are given immediately to the Executive Assistant, who compiles the data for each sport. A complete summary for each sport is sent to all Associate Directors.
- The Executive Assistant compiles the data for each section and sends the summary to the designated individual in each area, as well as a copy to all Associate Directors.
- All exit interview information from the academic year is compiled and distributed for review by June 1. The Associate Directors create action plans as appropriate for the Vice Chancellor's review and comments.
- The Executive Assistant retains files of all exit interviews.

Question 6:

Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee;
open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

In addition to the student-athlete interview process, student-athletes have several opportunities to provide input regarding their well-being or any other relevant issues to the student-athlete life experience. A Student-Athlete Advisory Committee exists that is composed of a diverse group of student-athletes. Membership on the committee is reviewed and updated each year. This board provides input to the Athletics Administration of issues of relevance to the student-athlete body and the committee president provides a monthly report to the management team. Two members of this committee also attend a two-day meeting at the SEC office to discuss policies with their peers from other universities. Student-athletes are also provided numerous training and educational opportunities throughout the academic year to familiarize them with the various services and offices available to assist them such as the MentDore program. This program is designed to provide new student-athletes with specific contacts, support and role models. Finally, the department coaches, administrators, and the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University.

Question 7:

Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

David Williams, Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University, is responsible for overseeing the administration of these procedures.

The University Athletics Committee, which is a body external to the athletics department and is comprised of several faculty members including the Faculty Athletics Representative, is responsible for enacting these procedures. Student-athletes who wish to appeal financial aid or transfer decisions indicate this in writing (the written request for financial aid appeals is initially directed to the Director of Student Financial Aid while the written request for transfer appeals is directed to the Director of Compliance). The appeal hearing will be conducted under the direction of the Chair of the University Athletics Committee and the committee members chosen at his/her discretion. Any requests to appeal a financial aid decision must be received in written form by the Director of Student Financial by the student-athlete within 15 days of the date of the student’s grant-in-aid decision letter. In the event that the Director of Student Financial Aid receives such a written request for appeal, he/she informs the Director of Compliance.

The Director of Compliance will immediately notify the Chair of the University Athletics Committee of any financial aid or transfer appeal request. The Chair should convene at least 2 other committee members to participate in the hearing. The committee must ensure that the student-athlete is provided the opportunity to actively participate (e.g. in person, via telephone) in the hearing. At the Chair’s discretion, the Head Coach and/or other parties deemed relevant may be contacted to provide supporting documentation. The hearing must be completed and the written results (email correspondence is acceptable) provided to the student-athlete within 15 business days of the student-athlete’s request for appeal. The Chair should also notify the Director of Compliance of the final decision who shall ensure that the appropriate individuals within the athletics department are notified. Once the committee has deliberated and provided the written results, the decision is final.

For transfer appeals, if permission to contact is granted as a result of the appeal decision, the Director of Compliance or designee will issue the permission to contact document by the next business day. If the appeal hearing is not conducted and/or the written results are not provided to the student-athlete within 15 business days, permission to contact the student-athlete shall be granted by default and the written
permission will be provided to the student-athlete by the next business day. For financial aid appeals, if the
grant-in-aid is renewed as a result of the appeal decision, a revised grant-in-aid letter will be created by the
Director of Compliance and forwarded to the Director of Financial Aid by the next business day.
The financial aid and transfer appeal procedures are directly communicated to athletics staff members and
coaches via email from the Compliance Office staff members and also provided and reviewed in detail by the
Director of Compliance during specified monthly coaches meetings. These procedures are also included in
the athletics department’s Policy and Procedures Manual (always available in electronic format in a shared
drive accessible to department staff members and also hard copy in the Office of Athletics Administration).
The appeal procedures are directly communicated to the student-athletes by the Compliance Office staff
members via email. The standard athletic grant-in-aid letter, provided to all scholarship student-athletes by
the Director of Student Financial Aid, also explains the financial aid appeal process. The Compliance Office
staff also provides written copies of the procedures to student-athletes upon request and is available to
discuss and review said procedures at anytime. Additionally, these procedures are also reviewed in the team
orientation meetings held each semester by the Compliance Staff.

Question 8:

Describe the institution’s written grievance and/or appeals procedures available to student-athletes in other
areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the
individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures.
Describe the means by which these grievance and/or appeals procedures are directly communicated in writing
to department of athletics staff members, coaches and student-athletes.

David Williams, Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the
University, is responsible for overseeing the administration of student-athletes grievances and appeals
procedures.

Situations may arise in which a student-athlete believes that a member of the Department of Student
Athletics, including the coaching staff, has treated him or her unfairly, or that a policy or procedure has been
administered in a detrimental manner to the student. Student-athletes are encouraged to bring complaints
about such actions to the attention of the Athletics Administration staff using the process described
below. Note that student-athletes may initially choose to address the issue directly with the person who they
believed treated him or her unfairly. This may be done at the student-athlete’s discretion, and is not required
prior to notifying the Administration.

- The student-athlete should direct his or her complaint to an Associate Director of Athletics. The
  Associate Director will gather all appropriate information and conduct a thorough investigation of
  the matter (a written report of the grievance is required). To protect the integrity of the process,
  other members of the Administration will be involved as appropriate to ensure a non-biased
  approach. The investigation should be complete within 2 weeks of notification. The Associate
  Director will notify the involved parties of the findings, and forward a final report to the Vice
  Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University.
- If the student-athlete believes that his/her concerns were not adequately addressed during the
  process, the student-athlete should direct the matter to the Vice Chancellor for his review. Upon
  conducting an independent review, the Vice Chancellor will issue his own findings to the involved
  parties.

If the complaint alleges unlawful discrimination (based on race, color, religion, sex or national origin), the
Equal Opportunity, Affirmative Action and Disability Services Office (EAD) should be contacted by the
Associate Director and/or the student-athlete. The EAD will proceed in accordance with institutional policies
and procedures.

This student-athlete grievance procedure is published annually in the Student-Athlete Handbook and is
reviewed and distributed to each student-athlete at the beginning of each academic year. These procedures
are also emailed directly to all student-athletes, as well as coaches and staff members. This information is included in the Department of Student-Athletics Policy and Procedures Manual (available in electronic format in a shared drive accessible to department staff members and also hard copy in the Office of Athletics Administration).

Mark Bandas, Associate Provost and Dean of Students, is responsible for overseeing the administration of the grievance procedures for all students at the university. Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, action, or inaction of a member of the staff or faculty, affecting the student. A student who wishes to have a complaint addressed by the University should first use the Complaint Procedure, below, and then use the Grievance Procedure if the Complaint Procedure proves unsatisfactory. Students are encouraged to seek assistance from the office of the appropriate academic dean in cases involving classes, grades, or faculty members; and the Office of the Dean of Students for other matters; or, in regard to complaints of unlawful or prohibited discrimination, the Equal Opportunity, Affirmative Action, and Disabilities Services Department.

**Allegations of Discrimination, Harassment and Related Retaliation**
The University generally prohibits discrimination or harassment (including sexual harassment) based on race, sex, religion, color, national or ethnic origin, age, disability, military service, sexual orientation, gender identity or gender expression. (For a full discussion of what constitutes unlawful or prohibited discrimination, see the section on “Equal Opportunity,” below.) In addition, the University does not retaliate against individuals for filing or encouraging another to file a complaint of unlawful or prohibited discrimination, participating in an investigation of unlawful or prohibited discrimination, or opposing unlawful or prohibited discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging another to file a complaint of unlawful or prohibited discrimination, participating in an investigation of unlawful or prohibited discrimination, or opposing unlawful or prohibited discrimination. If a student believes that he or she has been discriminated against, harassed, or retaliated against, the student should report the matter to the Equal Opportunity, Affirmative Action, and Disabilities Services Department (EAD). The EAD will seek to assist the student with the resolution of the complaint as described below in the Complaint Procedure.

**Complaint Procedure**
A complaint should be directed as soon as possible to the person or persons whose actions or inactions have given rise to the complaint, but not later than six months after the event. Every effort should be made to resolve the problem fairly and promptly (usually within thirty [30] days, at this level. If the complaint involves allegations of sexual harassment, it may be more appropriate to utilize a separate established process specific to harassment. In addition, in a complaint alleging prohibited discrimination, as noted above, the Equal Opportunity, Affirmative Action, and Disabilities Services Department (EAD) should be consulted as soon as possible. The EAD will conduct an investigation of the allegations (usually within ninety [90] business days), will issue a finding to the appropriate University official, and will seek to resolve the matter. If the EAD is unable to complete the investigation within this time period, then the EAD will contact the complainant and provide an estimated time frame for completing the investigation. If the student is not able to resolve the complaint satisfactorily at this level, he or she may appeal the decision within thirty (30) days through the appropriate administrative channels of the academic or administrative unit, or through the Provost or appropriate vice chancellor. Students uncertain about the proper channels or process are encouraged to seek advice from the Office of the Office of the Dean of Students. If the student is not satisfied with a resolution proposed by the EAD, then the student may pursue the Grievance Procedure, below.

**Grievance Procedure**
A student who believes that he or she has not received fair treatment, or who has a complaint about the performance, action, or inaction of a member of the faculty or staff, and believes that he or she has not received appropriate redress through the Complaint Procedure in the preceding section within a reasonable period of time, including for complaints of prohibited discrimination investigated by the Equal Opportunity, Affirmative Action, and Disabilities Services Department (EAD), may file a written grievance with the Office of
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the Chancellor within thirty (30) days. Upon ascertaining that the complaint procedure has been exhausted, the Chancellor's office shall refer the grievance to the Faculty Senate Committee on Student Affairs, usually within thirty (30) days during the academic year. For this purpose, the membership of the committee shall be augmented by three student members appointed by the Chancellor at the beginning of each academic year. The undergraduate Vanderbilt Student Government will nominate students for the one undergraduate position, and student governing bodies of the professional/graduate schools will nominate students for the other two student positions on a rotating basis.

Upon receiving the grievance referral from the Office of the Chancellor, the Student Affairs Committee shall inform, in writing, both parties to the grievance that a preliminary investigation will take place. The preliminary investigation will usually be completed within thirty (30) days. After the preliminary investigation, if the committee decides that the grievance is not frivolous, the committee shall follow procedures necessary to ensure a fair hearing of the matter, including the opportunity for the student to present relevant evidence, to challenge adverse evidence, and to have the complaint heard by an impartial committee. Committee members may recuse themselves if they believe their objectivity is subject to question, and the grievant may request any committee member recuse himself or herself if the grievant believes that a committee member will not view the grievance with sufficient objectivity. If vacancies occur, the chair of the Faculty Senate shall appoint Senate members to fill faculty vacancies and the Chancellor shall appoint students to fill student vacancies.

The student filing the grievance may be assisted during the hearing by a member of the University community (faculty, staff, or student) not trained in the law, and is encouraged to seek such assistance. Although all parties to the grievance are free to consult with, and receive advice from, attorneys concerning the grievance, no party shall be represented by an attorney at the hearing. For hearings or complaints of prohibited discrimination, a representative from the EAD shall be present in an advisory capacity. The committee may call upon any individuals who it believes may be helpful in resolving the grievance. The grievant and the person or persons against whom the grievance was filed shall be present during the hearing until such time as the committee is ready to begin deliberations. The student may withdraw the grievance, with the consent of the other party, at any time prior to the decision of the committee.

After each case the committee shall write its report. The report should be completed within three weeks and shall include a statement of the committee's findings, the basis for those findings, and, if necessary, recommendations for any corrective action that should be taken. If any disciplinary action is anticipated, the appropriate University disciplinary procedures shall be followed. The report, including the vote and any dissenting statements, shall be sent to the Chancellor within one week after completion. Except as disclosures are reasonably necessary in the investigation, hearing, and final disposition of a grievance, the grievant, members of the hearing bodies, and others having knowledge of a grievance are expected to preserve the confidentiality of the grievance.

The Chancellor shall communicate his decision to the committee. In any case in which the Chancellor does not follow the decision or the recommendation of the committee, the Chancellor shall report to the committee his or her reasons for so doing. The Office of the Chancellor shall then notify the student and the other affected persons, in writing, of the final decision, usually within thirty (30) days of receipt of the Committee's report, during the academic year.

State Postsecondary Review Entity (SPRE) Grievance Procedure
Students should be aware that, should they have complaints about their academic program or their financial aid, Vanderbilt has a complaint procedure. To the extent possible, students should seek a resolution of such matters through the institution’s complaint procedure before involving others. Should the institution not be able to resolve the problem, the student should call the State Postsecondary Review Program office at the Tennessee Higher Education Commission at (615) 532-8276.

This information is annually included in the Student Handbook which is directly provided to students and staff members via email. This information is also available in an electronic format on the Vanderbilt website.

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**Question 9:**
Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

As related to structure and policy, Vanderbilt University recognizes sexual orientation as a core and protected identity, including protections within the institutional anti-discrimination policy for both sexual orientation and gender identity and expression. Incidents of discrimination on the basis of sexual orientation are reviewed by the Equal Opportunity, Affirmative Action and Disability Services (EAD) office. The EAD staff have added to their high level of professional excellence by partnering with the Office of Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) Life. The Office of LGBTQI Life offered the EAD staff additional training for investigators on matters of sexual orientation, and served as expert resources in numerous professional training sessions and projects related to sexual orientation.

Vanderbilt University provides educational and support programs around sexual orientation through numerous departments, led by LGBTQI Life. LGBTQI Life is housed in the KC Potter Center, in the heart of central campus, and serves as a cultural center and a place of affirmation for individuals of all identities, and a resource for information and support about gender and sexuality. The office, which serves students, staff, faculty, and alumni, creates educational, cultural, and social programs for individuals of all identities. The office also supports and advises LGBTQI-related campus groups and activities. Staffed by three full-time professionals, a graduate assistant, and a team of student receptionists, LGBTQI Life hosts signature programs such as Safe Zone LGBTQI Ally Workshops, Lavender Graduation Celebration, LGBTQI Welcome Week, National Coming Out Week, Out in Front LGBTQI and Ally Undergraduate Student Leadership Retreat, and a weekly brown-bag lunch series called TGI-LGBTQI-F.

LGBTQI Life has partnered closely with Athletics on a number of ally-building workshops, and many staff on the Athletics Diversity Committee have attended Safe Zone workshops and displayed ally stickers in their offices.

Question 10:

Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

Student-athlete well-being is a core value for the athletics department and is central to the decisions that are made and policies that are created and enforced. The Athletics Department is headed by the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University, whose role within University Administration ensures that student-athletes are considered an integral part of the general student body. The Athletics Department maintains a strong relationship with the Office of the Dean of Students, which includes various services and activities central to student life. The Athletics Department is also represented on multiple University committees integral to welfare issues such as Green Dots (bystander intervention) and First Responders (sexual assault).

Within the athletics department, the Vice Chancellor has appointed a senior management team that oversees all areas within the department and meets on a weekly basis. The president of the Student-Athlete Advisory Committee reports any student-athlete issues to the Management team on a monthly basis. Within the management team are also four Associate Directors of Student Athletics who have designated sport oversight responsibilities in addition to assigned auxiliary areas. The Vice Chancellor also meets with the Associate Director group on a weekly basis to communicate any issues affecting student-athletes and the Department. The Associate Directors also meet as a group at least once per week to discuss student-athlete issues; in addition, they are in close contact with student-athletes on the teams for which they are responsible.

Student-athlete welfare is a central tenet of all meetings involving the senior management team and the Vice
Chancellor. Policies and procedures are regularly reviewed and revised (if necessary) to determine implications on student-athlete welfare. For example, the Department’s transfer/financial aid appeal procedures were recently amended to reiterate the commitment to student-athlete well-being. Furthermore, student-athlete well-being is a primary consideration for the athletics department’s position on impending national and conference legislation.

The Athletics Department’s Student Services unit includes Academic Support, Life Skills and Compliance. Staff members, particularly in Academic Support and Life Skills, frequently interact with student-athletes and have insight in their general well-being. The Life Skills Coordinator’s office is located within the Academic Center for close proximity to student-athletes. The Academic Support staff, including the Life Skills Coordinator, meets on a weekly basis to discuss student-athlete issues. The Student Services unit is headed by the Associate Director and Senior Woman Administrator, who also attends the weekly staff meetings. The Associate Director also oversees the Compliance Office and meets regularly with the Director of Academic Support and Life Skills Coordinator. The entire Student Services unit also meets on a monthly basis.

The Life Skills Coordinator serves as the Department’s advisor to the Student-Athlete Advisory Committee. A member of the Athletics Administration also attends SAAC meetings to permit the committee members to share any issues affecting the student-athlete body. The Life Skills Coordinator chairs the Wellness Committee and is responsible for coordinating all student-athlete programming. The goal of the Wellness Committee is to inform and educate student-athletes about the various health and wellness-related issues that they will encounter throughout their time at Vanderbilt and beyond. The group collaborates with departmental, campus, and national experts to ensure that Vanderbilt student-athletes and staff are current on the issues faced by the student-athletes and that these issues are addressed appropriately. The following areas are represented on the committee: Athletics Administration, Strength and Conditioning, Student Services, and the Psychological and Counseling Center.

The Life Skills Coordinator is also responsible for overseeing MentDore, a student-athlete mentor program. The MentDore program is designed to provide information, contacts, support, and role models to new student-athletes.

The Athletics Department’s Diversity Committee also reviews policies and procedures relating to student-athlete well-being. A subcommittee exists within the Diversity Committee that focuses solely on student-athlete issues.

All policies and procedures are regularly monitored for emphasis on student-athlete well-being by the Vice Chancellor and the Associate Directors. Each also maintains an open-door policy for the coaches and student-athletes to share any well-being issues. The evaluation process is also ongoing, and policies and procedures are created and/or amended as necessary.

Question 11:

Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the student-athlete advisory committee (SAAC).

The SAAC members serve as the formal body within the athletics department that speaks on behalf of student-athletes. These student-athletes are often consulted to voice their opinions about decisions within the athletics department, and the SAAC president presents a report to the Management Team on a monthly basis. Administrators attend the biweekly SAAC meetings to seek input from student-athletes and voice any concerns. Every year, two SAAC members attend a two-day meeting at the Southeastern Conference Office. In these meetings, student-athletes meet with their peer SAAC members and discuss policies that affect student-athletes. The SAAC also organizes and participates in community service activities, social activities, and programs designed to raise awareness about athletics events and the accomplishments of student-athletes.
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In addition to the opportunities provided to SAAC members, the athletics administration seeks input from the entire student-athlete body on various issues and potential policy changes that affect them. While the administration often uses SAAC members as a liaison to the rest of our student-athletes, all student-athletes are welcome and encouraged to discuss any matters with an administrator or the Vice Chancellor. All of the sport administrators maintain an open door policy for their student-athletes to provide input on any matters of interest. At designated times, the administration also provides town hall meetings to discuss specific matters, and all student-athletes are invited to participate.

Question 12:

List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.

The Department of Student Athletics maintains a Life Skills program under the auspices of the Student Services unit. The goal of the Life Skills program is to provide opportunities for student growth and leadership while maximizing learning experiences at Vanderbilt University. The Life Skills Office is physically housed in the “Academic Support and Life Skills Center” and is led by the Life Skills Coordinator, Alison Wenzel.

Life Skills is formally introduced to each student-athlete on an annual basis in team orientation meetings. The Life Skills Coordinator also meets with each head coach to determine sport-specific needs and is available for consultation and programming needs. Life Skills programming includes a variety of personal development topics such as sexual orientation, career development, and leadership. Life Skills is regularly included in the coaches’ meeting agendas as well.

The Life Skills Coordinator also serves as the advisor to the Student-athlete Advisory Committee and thus provides pertinent information to student-athlete leaders on a regular basis. Programming and resources offered by the Life Skills program are also described in various materials and publications provided to student-athletes, including the Student-Athlete Handbook, Wellness Manual, and Career Guide. The information is also available on the Life Skills webpage on the athletics department website. The student-athlete listserv (an electronic distribution list) is used to provide important information and notification about upcoming activities.

The Life Skills Coordinator attends all Academic Support staff meetings to ensure that the academic counselors are aware of all programming and resources available, and to reiterate this information to student-athletes. The Life Skills Coordinator serves as the chair of the Department’s Wellness Committee. This structure ensures that information is being shared with all of the constituents who work directly with student-athletes (i.e. strength coach, academic counselor, sport administrator, etc.) The Life Skills Coordinator reports to the Associate Director and Senior Woman Administrator and provides regular updates to the Associate Directors of Student Athletics.

The institution provides multiple programming opportunities as well, and the Life Skills Coordinator frequently collaborates with other constituents for the benefit of our student-athletes. For example, the athletics department maintains close contact with areas including the Chaplain’s Office, Women’s Center, Office of LGBTQI Life, the Career Center, and several other areas of the Office of the Dean of Students.

Question 13:

Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe
methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

Vanderbilt University’s Department of Student Athletics believes that class attendance is imperative for student-athletes to be academically successful. The Athletics Department acknowledges that each professor reserves the right to establish his or her own class attendance expectations, yet the Department assumes a responsibility to help ensure that our student-athletes have every opportunity to achieve their academic potential. The class attendance policy is designed to be corrective in nature and support the university’s overall academic mission.

Student-athletes are expected to attend all classes during the academic year as well as each summer session (for the duration of each class) unless they have an excused absence. Approved excused absences include representing the University for competition, illness, injury, or family emergency. For any excuse absence, except competition, documentation must be provided to the academic counselor and professor in order for the absence to be considered excused. In cases of illness, student-athletes must also notify their athletic trainer. In order for any other extenuating circumstances to be considered excused, student-athletes must present information to the relevant Academic Counselor, professor and Associate Director for approval, prior to or the day of the absence.

If a student-athlete is withdrawing from a class, he or she is expected to attend class until the course has officially been dropped (i.e. all signatures obtained and paperwork formally submitted). Classes missed prior to formal withdrawal from the course will not be considered excused.

The class attendance policy is applicable to all student-athletes, regardless of classification, academic performance and grant-in-aid.

Procedure and Sanctions
- After each unexcused absence, the academic counselor for that sport sends a notification email, along with a copy of Vanderbilt University’s Attendance Policy for Student-Athletes, to the Head Coach, Director of Academic Support, Associate Director of Student Athletics, and the student-athlete.
- The student-athlete must submit evidence of class attendance or an excusable absence to his or her academic counselor within 48 hours of the missed class to be considered for exemption.
- Violations of the policy will result in the appropriate sanctions. The sanctions mandated by the Attendance Accountability Committee (Associate Directors and Director of Academic Support) include, but are not limited to, the following:
  - Increased Study Hall Hours
  - Practice Limitations
  - Loss of Complimentary Admissions
  - Financial Penalty Assessed to Student Account
  - Loss of Summer School Privileges
  - Suspension from Foreign Tour/Team Activities
- **Fall/Spring Semesters:** If a student-athlete is found to have four unexcused absences in one class or eight unexcused absences in a semester – and/or if he or she receives an excessive absence midterm deficiency – he or she will be withheld from a minimum of 1 competition. Sanctions will be applied immediately. Each additional absence after reaching the threshold will result in further sanctions.
- **Summer School:** If a student-athlete is found to have 2 or more unexcused absences in any summer school session, he or she will be withheld from a minimum of 1 competition. Sanctions will be applied to the first competition opportunity. Each additional absence after reaching the threshold will result in further sanctions.
  - If a student-athlete receives an excessive absence deficiency (see Appeals section), he or she may be withheld from a minimum of 1 competition, depending on the circumstances.
  - Any unexcused absence during summer school sessions may result in a financial penalty, and may result in loss of further summer school privileges.
  - Student-athletes should note that coaches may also issue additional sanctions at their discretion.
  - If the problems persist beyond this time period and extend to subsequent semesters, these
chronic issues could result in dismissal from the team and/or a recommendation for non-renewal of athletic aid.

Appeals
- Upon notification and/or receipt of midterm deficiencies, each student-athlete will be given one calendar week to dispute any excessive absence deficiency. The Attendance Accountability Committee may opt to exempt the student-athlete from penalty if the professor withdraws the deficiency.
- Appeals will not be considered for unexcused absences prior to official withdrawal from a class.
- Other appeal opportunities may be granted by the Vice Chancellor due to extenuating circumstances, at the discretion of the Committee.

Monitoring
Class attendance will be monitored in three ways:
- By communication from the professor during the course of the semester.
- By midterm reports sent out by professors denoting “excessive absences.” (Professors have the discretion to determine the numbers of absences which they feel are “excessive.”)
- Class checks by Athletics Department staff (a student-athlete is considered absent if not present at the time when a staff member checks class). Tardiness/early departure may be considered as an absence.

Reporting
At the end of each semester, the Attendance Accountability Committee will submit a report detailing excessive absences and sanctions to the Vice Chancellor, Faculty Athletics Representative and University Athletics Committee.

Missed Class Time for Practices and Competition
Vanderbilt University's Department of Student Athletics is committed to the academic experience of its student-athletes as a top priority. As an example, although the institution does not maintain a class attendance policy, the athletics department does have one in effect for its student-athletes. Additionally, every effort is made to minimize missed class time with regard to the scheduling of contests (specifically non-conference contests).

In general, student-athletes are not permitted to miss class for practice. The only exception is made when practices occur in conjunction with an away-from-home (including postseason) contest. However, this exception is not regularly utilized and when it is applied, student-athletes are required to attend as many classes as possible prior to practice. Coaches wishing to utilize this exception must consult with their Associate Director.

The Academic Counselors notify each professor via letter of any classes that student-athletes will miss due to travel. Travel plans may be adjusted in response to significant concerns about missed class time. Additionally, alternate plans can be made for student-athletes with specific academic demands that must be addressed in spite of the traditional travel arrangements. If it is necessary to administer an exam while traveling for an away-from-home contest, an academic counselor or Associate Director traveling with the team will proctor the exam with the authorization of the faculty member.

Competition during Finals per Southeastern Conference (SEC) regulations. Vanderbilt cannot schedule competition during final exam periods. This rule is not applicable to competition scheduled by the conference office or NCAA Championships. For teams that are not members of the SEC, note that SEC regulations still apply.

Vanderbilt considers Reading Day as part of the final exam period, thus no competition or competition-related activity (i.e. traveling home from competition) should occur. It is acceptable for competition to occur on the final day of the exam period, once all exams have concluded. Travel for away-from-home competition can occur on the final day of the exam period, once all student-athletes on the team have completed their
In extenuating circumstances, a team may request an appeal to the general rule. For an appeal to be considered, the Head Coach must present the information to his or her Associate Director. The formal appeal will be made to the University Athletics Advisory Committee, and must also be approved by the SEC Office.

Monitoring
All schedules are reviewed and approved by each Associate Director. Also, as stipulated by NCAA bylaw 3.2.4.14, the men’s basketball schedule (including anticipated missed class time) is approved each semester by the Faculty Athletics Representative. The Director of Academic Support and the Associate Directors routinely discuss any concerns relative to missed class time and scheduling. The Faculty Athletics Representative and/or University Athletics Advisory Committee may also review such trends and recommend changes. This information may also be reviewed during any external academic evaluations.

Each of these policies is communicated through the student-athlete handbook. Both academic and travel concerns are discussed in meetings between coaches and senior athletics administrators. Additionally, student-athletes and coaches are reminded of these policies regularly through emails from academic counselors.

Question 14:
Please submit a copy of the department of athletics and/or institution’s written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics and/or institution’s written travel policies].

Attachment

Question 15:
Describe the annual evaluation of the department of athletics and/or institution’s travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

Vanderbilt’s travel policies are reviewed annually by the Associate Directors of Student Athletics: Lori Alexander, Kevin Colon, Brock Williams, and Candice Lee, as well as the Associate Vice Chancellor for Finance, Patricia Marett. Any changes that are recommended are sent to the Vice Chancellor for University Affairs and Athletics, General Counsel and Secretary of the University, David Williams, for final approval.

These changes are communicated to staff through coaches meetings, full-staff meetings, and administrative assistant meetings as well as through e-mail. Travel policies are communicated to student-athletes by coaches and through team meetings with Associate Directors of Athletics, as well as the Student-Athlete Handbook, which is revised annually.

Student-athletes receive the Student-Athlete Handbook at the beginning of each academic year from their academic counselor. A digital copy is also emailed to all student-athletes. Additionally, any changes made throughout the year are communicated through email to all student-athletes.

Question 16:
Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link
Question 17:

Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

Vanderbilt Athletics, in conjunction with the Vanderbilt University Medical Center, Vanderbilt Team Physicians and Athletic Trainers, is committed to providing the best possible medical care available to its student-athletes. Vanderbilt’s Sports Medicine staff (Athletic Trainers and Physicians) review the written emergency medical plan for practices, contests, strength training and skills sessions annually and in conjunction with the guidelines published in the NCAA Sports Medicine Handbook to ensure continued effectiveness. The Staff and student-athletes can find the NCAA Sports Medicine Handbook on the NCAA website. Tom Bossung, head Athletic Trainer, and Mollie Malone, Assistant Manager/Athletic Trainer, with oversight by the Head Team Physician, provide the emergency medical plan to the athletics department administrators, coaches, and staff via an Athletics Department shared drive accessible by all Athletics medical personnel, administrators, coaches, and staff. The shared drive is one way the emergency medical plan is directly communicated for practices, contests, strength training, and skills sessions. The preparation, review, evaluation, revision, and communication electronically and in written form of all Vanderbilt University Athletics’ medical policies and procedures is overseen by Lori Alexander, the Associate Director over Sports Medicine. The emergency medical plan contains venue-specific emergency plans. These plans are posted at each venue in an effort to directly communicate the plans to coaches, student-athletes, and the general public and should be consulted in case of an emergency. Athletics trainers also give student-athletes any emergency directions as needed. The emergency medical plan is maintained in the athletics department’s Medical Policies and Procedures Manual. This manual is available on request to all athletics personnel and student-athletes.

Question 18:

Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics written emergency medical plan for out-of-season workouts].

Attachment

Question 19

Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

Vanderbilt Athletics, in conjunction with the Vanderbilt University Medical Center, Vanderbilt Team Physicians and Athletic Trainers is committed to providing the best possible medical care available to its student-athletes. Sports Medicine Services are provided for out-of-season practices and workouts in the same manner as traditional in-season practices and workouts. Team coaches and/or strength-and-conditioning
Operating Principle 3.3
Student-Athlete Well-Being

Coaches conduct out-of-season strength training and individual skill sessions. These coaches are CPR certified and knowledgeable in first aid. Vanderbilt's Sports Medicine staff (Athletic Trainers and Physicians) review the written emergency medical plan as it applies to out-of-season workouts and in conjunction with the guidelines published in the NCAA Sports Medicine Handbook to ensure continued effectiveness. Tom Bossung, head Athletic Trainer, and Mollie Malone, Assistant Manager/Athletic Trainer, with oversight by the Head Team Physician, directly communicate the emergency medical plan to the athletics department administrators, coaches, and staff via an Athletics Department shared drive accessible by all Athletics medical personnel, administrators, coaches, and staff. This is overseen by Lori Alexander, the Associate Director over Sports Medicine. The out-of-season emergency medical plan contains venue-specific emergency plans. These plans are posted at each venue for coaches, student-athletes, and general public and should be consulted in case of an emergency. The out-of-season workout plans are directly communicated to student-athletes by coaches, strength trainers, athletic trainers, and through the posting of venue specific plans. Athletic trainers give student-athletes any emergency directions as needed. The emergency medical plan is also maintained in the athletics department’s Medical Policies and Procedures Manual. This manual is available on request to all athletics personnel and student-athletes.

Question 20:

Please submit a copy of the athletics department’s athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics athletic training and sports medicine policies and procedures].

Attachment

Question 21:

Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

Vanderbilt Athletics, in conjunction with the Vanderbilt University Medical Center, Vanderbilt Team Physicians, and Athletic Trainers, is committed to providing the best possible medical care available to its student-athletes. Vanderbilt’s Sports Medicine staff (Athletic Trainers and Physicians) review the written athletic training and sports medicine policies and procedures annually and in conjunction with guidelines published in the NCAA Sports Medicine Handbook to ensure continued effectiveness. Tom Bossung, head Athletic Trainer and Mollie Malone, Assistant Manager/Athletic Trainer, with oversight by the Head Team Physician, directly communicate the athletics training and sports medicine policies and procedures to the athletics department administrators, coaches, and staff via an Athletics Department shared drive accessible by all Athletics medical personnel, administrators, coaches, and general public. This is overseen by Lori Alexander, the Associate Director over Sports Medicine. Student-athletes are made aware of these policies through the Student-Athlete Handbook, which is updated annually. Student-athletes and coaches are given the Student-Athlete Handbook at the beginning of every year by their counselor. The Athletic department also sends out their policies and procedures to all student-athlete, coaches, and staff through email in an effort to directly communicate the policies and procedures. The athletics training and sports medicine policies and procedures are also maintained in the athletics department’s Medical Policies and Procedures Manual. This manual is available on request to all athletics personnel and student-athletes. The Athletics Department exercises a policy of open communication with coaches and athletes to promote a healthy and safe environment for student-athletes. The athletic trainers also work closely with the University’s Student Health Center to ensure continuity of care.

Question 22:
Operating Principle 3.3
Student-Athlete Well-Being

If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

No plans for improvement developed.
Gender/Diversity Issues and Student-Athlete Well-Being

### Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/Pl (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>NR Alien (N)</th>
<th>Other (N)</th>
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<tbody>
<tr>
<td>Year</td>
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Name of person completing this chart: Anita
Title: Director, EAD

### Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

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<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/Pl (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>NR Alien (N)</th>
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Name of person completing this chart: Roberta
Title: Director, Institutional Research

### Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

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<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
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<th>Hispanic (N)</th>
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<th>NR Alien (N)</th>
<th>Other (N)</th>
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<td>2</td>
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<td>5</td>
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</tbody>
</table>

Name of person completing this chart: Roberta
Title: Director, Institutional Research

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Appendix
EMERGENCY ACTION PLAN
Curry Tennis Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located at Front Desk in Lobby.

1. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE CURRY TENNINS CENTER ON CAMPUS.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

2. DIRECTIONS: Facility is located at 25\textsuperscript{th} Ave and Jess Neely Dr. EMS is to enter facility by using Lot 61 located on 25\textsuperscript{th} Ave across from the 25\textsuperscript{th} Ave parking garage.

3. Send someone to await EMS outside Curry Tennis Center at Lot 61 and 25\textsuperscript{th} Ave.

Emergency Equipment Available:
- AED located in main lobby on wall next to the elevator and front desk.
- CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; rpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Football Stadium – Dudley Field

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone: None

4. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE FOOTBALL STADIUM – DUDLEY FIELD.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

5. DIRECTIONS: EMS is to enter the Stadium through the Stadium Tunnel off of Jess Neely Dr. Proceed directly to the field.

6. Send someone to await EMS arrival at Tunnel entrance on Jess Neely Dr.

Emergency Equipment Available:
   AED on site at all practices held in the Stadium
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 11/15/10; TB, JW
EMERGENCY ACTION PLAN

Football Practice Fields

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in McGugin Center Ticket Office Lobby Between Glass Doors Leading to Outside OR in Athletic Training Room

7. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE FOOTBALL PRACTICE FIELDS.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

8. DIRECTIONS: EMS is to enter the practice field through gate on Natchez Trace, behind Weight Room, 100 feet from corner of Jess Neely.

9. Send someone to await EMS arrival at gate on Natchez Trace.

Emergency Equipment Available:
   - AED located in McGugin Center Hallway next to Football Weight Room and Athletic Training Room.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify clinical engineering at 322-3440.

Implemented 7/6/2006; mpm       Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN

Football Weight Room

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices OR Athletic Training Room

10. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER FOOTBALL WEIGHT ROOM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

11. DIRECTIONS: EMS is to enter building through Lot 32 on corner of Natchez Trace and Jess Neely Dr. Use Glass door on right end of building.

12. Send someone to await EMS arrival in Lot 32.

Emergency Equipment Available:
   - AED located on wall outside football weight room and athletic training room in hallway.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm  Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN

Baseball - Hawkins Field

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone located in Home Dugout

13. Tell police you are “ACTIVATING THE EMERGENCY ACTION PLAN AT THE BASEBALL STADIUM, HAWKINS FIELD.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

14. DIRECTIONS: EMS is to enter through right field fence (for player on the field) on the corner of 25th Avenue and Jess Neely Dr. OR main entrance (for spectators, etc.) across from Lot 13 on Jess Neely Dr.

15. Send someone to await EMS arrival at right field fence OR main entrance across from Lot 13 and escort them to patient.

Emergency Equipment Available:
   - AED located in HOME DUGOUT next to team room door.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Hendrix Room, McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices

16. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER HENDREX ROOM.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

17. DIRECTIONS: EMS is to enter building through Lot 13 on Jess Neely Dr. and enter through double doors under awning.


Emergency Equipment Available:
   • AED located on wall outside Olympic weight room.
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm       Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Intramural Turf Field- Lacrosse (Natchez Field)

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Lot 75A in between Natchez Field south entrance gate and Natchez Trace (labeled “Emergency”).

19. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT NATCHEZ FIELD (THE INTRAMURAL TURF FIELD) LOCATED AT NATCHEZ TRACE AND CHILDRENS WAY.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

20. DIRECTIONS: EMS is to enter lot 75A by turning west on Children’s Way from Natchez Trace. Bear left after you turn into lot 75A and proceed 220 feet to the south entrance to Natchez Field.

21. Send someone to await EMS at south entrance gate of Natchez Field.

Emergency Equipment Available:
   • AED on site at all practices held at Natchez Field.
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify clinical engineering at 322-3440.
Implemented 11/17/2010; dmm
EMERGENCY ACTION PLAN
Athletic Training Room, McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Training Room Staff Offices

22. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUIGN ATHLETIC TRAINING ROOM.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

23. DIRECTIONS: EMS is to enter building through Lot 32 on corner of Natchez Trace and Jess Neely Dr. Use single black door under Vanderbilt Sports Medicine Awning.

24. Send someone to await EMS arrival in Lot 32 outside Athletic Training Room.

Emergency Equipment Available:
   • AED located in Athletic Training Room (Room 166C) OR outside football weight room in hallway
   • CPR Mask located in AED case.
   • Red Code Bag in storage room (BVM, Oxygen)

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.
Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices and Ticket Office Lobby Between Glass Doors Leading to Outside.

25. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUIGN CENTER.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

26. DIRECTIONS: 2601 Jess Neely Dr. Building is on the corner of Jess Neely Dr. and Natchez Trace.
   - Inform police what exit the patient is closest to.

27. Send someone to await EMS arrival at exit closest to patient.

Emergency Equipment Available:
   - AED located on wall outside Olympic weight room (closest)
   - AND on wall next to FB/Baseball weight room and Training Room
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY. 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm  Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Memorial Gym Main Floor

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Hallway in Area Of Team Entrance.

28. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE MEMORIAL GYM MAIN FLOOR.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

29. DIRECTIONS: EMS is to enter through the doors marked “Team Entrance” located on driveway leading to Football Stadium Concourse off of Kensington Ave. behind Marriott...across from Palmer Field House.

30. Send someone to await EMS on driveway outside of “Team Entrance.”

Emergency Equipment Available:
   - AED located on wall next to home team bench under scoreboard.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm          Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Memorial Gym Practice Floor

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in room marked “Training Room” located in north end of practice floor (under balcony of the Donor Room).

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE MEMORIAL GYM PRACTICE FLOOR.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

2. DIRECTIONS: EMS is to enter through the doors marked East South Entrance on 25th Ave across from the Jewish Center. After inside, turn left and enter double doors to get to the practice floor.

3. Send someone to await EMS outside entrance on 25th Ave across from Jewish Center.

Emergency Equipment Available:
- AED located in lobby on wall adjacent to Ticket Windows.
- CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm	Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Olympic Weight Room, McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices OR Ticket Office Lobby Between Glass Doors Leading to Outside.

31. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER OLYMPIC WEIGHT ROOM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

32. DIRECTIONS: EMS is to enter building through doors located in middle of McGugin Center on Jess Neely Dr. adjacent to cement steps.

33. Send someone to await EMS arrival on cement steps out side building on Jess Neely Dr.

Emergency Equipment Available:
   - AED located on wall outside Olympic weight room in hall way
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Women’s Bowling Team
Smyrna Bowling Center

IN CASE OF EMERGENCY CALL 911.

Phone Located at Front Desk near Front Entrance.

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE SMYRNA BOWLING CENTER.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

2. DIRECTIONS: 95 Weakley Lane, Smyrna TN. Located off of Sam Ridley Pkwy E (HWY 266).

3. Send someone to await EMS arrival at the front entrance of the bowling center. Direct them to where the emergency is located.

4. Initiate CPR if a Cardiac Emergency is suspected until EMS arrives.

Police NON-EMERGENCY, 615-459-6644 (SMYRNA POLICE)
Updated 11/23/2010; dm
EMERGENCY ACTION PLAN
Soccer/Lacrosse Stadium

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in McGugin Center room 166 (Athletic Training Room) OR Tennis Center front desk.

34. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE SOCCER/LACROSSE STADIUM LOCATED BEHIND THE MCGUGIN CENTER.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

35. DIRECTIONS: EMS is to enter the FB practice field through gate on Natchez Trace, behind Weight Room, 100 feet from corner of Jess Neely. Follow the paved drive to the Soccer/Lacrosse stadium.

36. Send someone to await EMS at gate on Natchez Trace just behind the McGugin Center.

Emergency Equipment Available:
   • **AED located on wall outside home locker room at north end of stadium seating.**
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify clinical engineering at 322-3440.
Implemented 11/15/2009; sm
EMERGENCY ACTION PLAN
Swimming and Diving Team
Centennial Sportsplex

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Phone Located at the main entrance of the building in the main lobby of Centennial Sportsplex

37. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE CENTENNIAL SPORTSPLEX SWIMMING POOL.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

38. DIRECTIONS: 222 25th Avenue North. Enter the building through the green doors facing 25th Ave. This entrance takes you directly to the pool area.

39. Send someone to await EMS arrival at the outside entrance on 25th ave.

Emergency Equipment Available:
- AED located in front lobby behind the reception desk
- CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.
Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN

Track and Field Stadium

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located at North End of Track Next to the Turn Stile (labeled “Emergency”).

40. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE VANDERBILT TRACK AND FIELD STADIUM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

41. DIRECTIONS: EMS is to enter facility by using the gate across from Lot 74 and Lot 75 on Natchez Trace.

42. Send someone to await EMS at gate across the street from Lot 74 and Lot 75 on Natchez Trace.

Emergency Equipment Available:
   - AED located on brick wall to the right of the “Emergency Phone” and turn stile.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm
Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Men’s and Women’s Golf Teams
Vanderbilt Legends Golf Club

IN CASE OF EMERGENCY CALL 911.

Phone Located in the Hitting Bay across from the Event Pavilion.

43. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE VANDERBILT LEGENDS GOLF COURSE.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

44. DIRECTIONS: 1500 Legends Club Lane, Franklin TN. Located off of Franklin Road (HWY 31).

45. Send someone to await EMS arrival at circle drive in front of the Event Pavilion. Direct them to where the emergency is located.

Emergency Equipment Available:
   - AED located in box outside of Hitting Bay
   - CPR Mask located in AED case.
   - Addition AED located in Golf House Pro Shop

Police NON-EMERGENCY, 615-794-2513 (Franklin Police)

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006, ppm Updated 11/15/10; TB, JW
VANDERBILT UNIVERSITY
Department of Athletics

Student Athlete Exit Interview Survey

Each year the Athletics Department conducts an exit interview with each of its departing student athletes in order to solicit feedback that will enable us to improve and enhance the experience for those who follow. Your perceptions and comments are important to us. Please take a few minutes to complete the survey below.

Once you have completed the survey, please leave it with Diane Scott in McGugin, Room 235, or complete an electronic copy and email it to diane.scott@vanderbilt.edu

Thank you for your response,
Vice Chancellor David Williams

Date: ________________________________

Name (Optional): ________________________________

Phone (Optional): ________________________________

Gender:  (1) Male       (2) Female

Year you entered Vanderbilt: ________________________________

Expected date of graduation: ________________________________

Your sport: ________________________________

Race (Optional): Circle all that may apply.
(1) African American       (4) Caucasian
(2) American Indian        (5) Latino
(3) Asian/Pacific Islander (6) Other
Appendix
Student-Athlete Exit Interview

Part I - Please rate your experience with each of the following categories within the Department of Athletics.

(CIRCLE) (if rating by hand) or HIGHLIGHT (if rating electronically) your response.

(4) Excellent/Strongly Agree
(3) Good/Agree
(2) Adequate/Neutral
(1) Poor/Disagree
(0) Not Applicable

<table>
<thead>
<tr>
<th>ACADEMIC SUPPORT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Computer Labs in Academic Support met my needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The Academic Support Study Center space and facilities met my needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The Tutoring Program for student-athletes met my needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mandatory study hours were effective in helping me to achieve my academic goals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Academic Support personnel helped me to achieve my academic goals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I felt comfortable interacting with Academic Support Staff.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Academic Support personnel made appropriate referrals to campus resources.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My academic counselor positively impacted my overall Vanderbilt experience.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I believe that the Summer School selection process was equitable and fair.</td>
<td>Yes</td>
<td>or</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that the Study Abroad selection process was equitable and fair.</td>
<td>Yes</td>
<td>or</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2
Please rate your experience with each of the following categories within the Department of Athletics.
(4) Excellent/Strongly Agree (3) Good/Agree (2) Adequate/Neutral (1) Poor/Disagree (0) Not Applicable

<table>
<thead>
<tr>
<th>LIFE SKILLS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt comfortable going to the Life Skills office for assistance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you believe enough information was provided to you regarding resources related to Life Skills?</td>
<td>Yes</td>
<td>or</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills enhanced my personal growth and development.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Life Skills helped me to develop leadership skills.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Life Skills assisted me with summer jobs/other work experience.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Life Skills helped me to develop my career goals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Programming offered by Life Skills benefited my overall experience and Vanderbilt University.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPLIANCE</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The office staff members effectively communicated with student-athletes about compliance issues and provided a good understanding of compliance rules and regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The office handled issues in a confidential manner.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I felt comfortable interacting with the Compliance Office Staff.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The Compliance Staff worked in the best interest of the student-athlete.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I feel that the coaching staff followed and supported NCAA, SEC and University rules?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Did you ever find yourself in a situation where it was difficult to follow any compliance rules?</td>
<td>Yes</td>
<td>or</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, explain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please rate your experience with each of the following categories within the Department of Athletics.
(4) Excellent/Strongly Agree (3) Good/Agree (2) Adequate/Neutral (1) Poor/Disagree (0) Not Applicable

<table>
<thead>
<tr>
<th>SPECIFIC TO YOUR SPORT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationship with the head coach was:</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My relationship with assistant coaches was:</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I felt comfortable communicating with my coaches</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The coaching staff strives to win championships.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I improved as an athlete during my career at Vanderbilt.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Athletic Facilities for your sport.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Athletic Equipment for your sport.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My coaches were committed to my academic success.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My coaches enhanced my personal growth and development.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My coaches created a supportive atmosphere.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The coaches in my sport treated each athlete fairly.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I felt comfortable communicating with my Sport Administrator regarding any issues, concerns or suggestions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Additional comments:

<table>
<thead>
<tr>
<th>TRAINING TABLE/MEAL PLAN</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Training Table food.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Variety of Training Table food.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Training Table Staff were friendly, polite &amp; informative.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The hours of operation met my needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Nutrition/Dietary options met my needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The athletic meal plan met my needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Additional comments:
Please rate your experience with each of the following categories within the Department of Athletics.  
(4) Excellent/Strongly Agree (3) Good/Agree (2) Adequate/Neutral (1) Poor/Disagree (0) Not Applicable

<table>
<thead>
<tr>
<th>STRENGTH &amp; CONDITIONING</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Strength and Conditioning facilities met my needs.</td>
<td>4</td>
</tr>
<tr>
<td>The Strength and Conditioning Staff was knowledgeable in their field and was beneficial to physical development.</td>
<td>4</td>
</tr>
<tr>
<td>The Strength and Conditioning Staff positively impacted my overall Vanderbilt experience.</td>
<td>4</td>
</tr>
<tr>
<td>Nutritional supplements that were provided met my needs.</td>
<td>4</td>
</tr>
<tr>
<td>I felt comfortable interacting with my Strength and Conditioning Coach.</td>
<td>4</td>
</tr>
<tr>
<td>Did you feel your safety or well being was ever compromised during any training session?</td>
<td>Yes</td>
</tr>
<tr>
<td>Were you ever made to feel uncomfortable or ashamed about your body during training?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPORTS MEDICINE</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sports Medicine Staff communicated with me regarding my injury/illness, the course of action to be taken and answered questions relating to my injury/illness.</td>
<td>4</td>
</tr>
<tr>
<td>If refered by a physician for an x-ray, MRI or other diagnostic test, it was scheduled in a timely manner.</td>
<td>4</td>
</tr>
<tr>
<td>Was your class schedule taken into consideration?</td>
<td>Yes</td>
</tr>
<tr>
<td>The Sports Medicine Staff showed me reassurance, courtesy, helpfulness and a caring attitude regarding my injury/illness and medical concerns.</td>
<td>4</td>
</tr>
<tr>
<td>The Sports Medicine Staff enabled me to return to activity in a safe protected manner according to the severity of my injury/illness.</td>
<td>4</td>
</tr>
<tr>
<td>My overall rating regarding the care provided by the sports medicine staff.</td>
<td>4</td>
</tr>
<tr>
<td>My overall assessment of the size, appearance and function of the athletics training room.</td>
<td>4</td>
</tr>
<tr>
<td>The athletic trainers made appropriate referrals, i.e. physicians, nutritionist, etc..</td>
<td>4</td>
</tr>
<tr>
<td>Have you ever been seriously injured in athletics while at Vanderbilt?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Additional comments:
Please rate your experience with each of the following categories within the Department of Athletics.
(4) Excellent/Strongly Agree (3) Good/Agree (2) Adequate/Neutral (1) Poor/Disagree (0) Not Applicable

<table>
<thead>
<tr>
<th>CAMPUS LIFE &amp; CAMPUS RESOURCES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the athletic department supportive of you participating in campus activities available to all students (i.e. clubs, SGA, Greek life)?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Did you participate in campus student activities/organizations?</td>
<td>Yes</td>
<td>or</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, what did you participate in?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, why not?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you believe enough information was provided to you regarding campus resources related to your physical and mental well being?</td>
<td>Yes</td>
<td>or</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAAC</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My SAAC representative kept our team informed about NCAA, SEC, University and Department issues.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I feel that SAAC effectively represents the views and concerns of the student athletes to the athletic administration.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SAAC representatives implemented positive changes in the department that benefitted student athletes.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Additional comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please rate your experience with each of the following categories within the Department of Athletics.
(4) Excellent/Strongly Agree (3) Good/Agree (2) Adequate/Neutral (1) Poor/Disagree (0) Not Applicable

<table>
<thead>
<tr>
<th>DIVERSITY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a student athlete, did you feel comfortable, and feel as though you could be yourself and practice your beliefs around your team?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel the athletic administration supported this?</td>
<td>Yes or No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a student athlete did you ever experience discrimination based on your gender, race, religion, culture or sexual orientation?</td>
<td>Yes or No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, where did you turn for support?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that the Athletics Department values and represents diversity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I believe that the University values and represents diversity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Do you feel adequate information related to diversity was provided to you (i.e. religious or cultural resources)?</td>
<td>Yes or No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:

<table>
<thead>
<tr>
<th>GENERAL STUDENT ATHLETE WELL BEING</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel the athletics department respected your academic priorities and attempted to limit amount of class time missed due to competition, travel and mandatory athletic events?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I felt that the department was concerned about my personal safety (e.g. travel/emergency plans/etc)?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I utilized the athletics department’s various requests for input regarding my well being (surveys, SAAC, opportunity to meet with administrators).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I believe that the time that I spent on mandatory sport related activities (practice, lifting, meeting) was reasonable.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I understand the purpose and availability of the Student Athlete Opportunity Fund?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Did you ever apply for use of this fund?</td>
<td>Yes or No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
Appendix
Student-Athlete Exit Interview

Part II - In the space provided below, please share your thoughts and comments about each of the following questions. If you need more space, feel free to use another page.

1. What have you liked BEST about your experiences as a student-athlete at Vanderbilt?

2. What have you liked LEAST about your experiences as a student-athlete at Vanderbilt?

3. What suggestions do you have for improving the ACADEMIC experience for student athletes at Vanderbilt?

4. What suggestions do you have for improving the ATHLETIC RELATED experiences for student athletes at Vanderbilt?

5. Is there any additional information you would like us to know about your experience at Vanderbilt? Also, feel free to elaborate on any of the items you have rated in the previous section.

THANK YOU!
Please see the front page for instructions on where to send your survey.
Vanderbilt University Athletics Department and Vanderbilt Sports Medicine

Medical Care Policy and Procedures

Vanderbilt Athletics - in conjunction with the Vanderbilt University Medical Center, Vanderbilt Team Physicians and Athletic Trainers - is committed to providing the best possible medical care available to its student-athletes. The following pages outline the policies and procedures in place to ensure that each student-athlete has available to him the necessary resources needed to serve his needs as well as the rules and regulations that must be followed. Additionally, the appendices attached outline specific institutional Athletic Department and/or Sports Medicine policies for specific issues regarding the health and welfare of our student-athletes.

Physical Examinations

Every incoming freshman and transfer student-athlete is required to have a comprehensive pre-participation physical examination conducted by a Vanderbilt University Team Physician. Each subsequent year, student-athletes will complete a health questionnaire that will update their medical file. In addition, all student-athletes will receive a follow-up physical exam every other year throughout their career. Exit physicals will be performed when student-athletes have completed their eligibility.

Medical/Athletic Training Room Policies

I. INSURANCE

A. Since not all illnesses and injuries are financially covered by Vanderbilt University, ALL STUDENT-ATHLETES must be covered under a private health insurance policy or purchase student health insurance through Vanderbilt University.

B. According to institutional policies and procedures, Vanderbilt University will help pay for only those medical expenses which are most often the direct result of participation in organized conditioning, practice, competition, or sanctioned team travel in the student-athlete’s designated sport. If a student-athlete becomes injured or ill under these circumstances, a claim will be filed with the student-athlete’s personal insurance policy. Deductible costs or rejected claims for sport-related injuries or illnesses will be covered by the University during the period that the student is enrolled.

C. Any injury or illness that is not a direct result of participation in the team’s organized conditioning, practice, competition or travel will be the financial responsibility of the student-athlete and his/her family.

II. MEDICAL CONSULTATIONS

A. All medical consultations must be arranged by a Vanderbilt team physician or by a member of the Vanderbilt University athletic training staff.

B. Routine dental and optical services are the student-athlete’s responsibility.

III. TRAINING ROOM RULES

A. The training room is off limits to spit cups and the use of smokeless tobacco.

B. Food and drinks are not allowed in the training room.
C. Please ask a staff Athletic Trainer before taking anything from the training room.

D. The training room is a co-ed facility. Please dress and act appropriately. Student-athletes who are unable to act appropriately will be asked to leave.

E. No steel or molded cleats are to be worn in the training room.

F. All student-athletes must wear a T-shirt and shorts when receiving treatment. The wearing of workout tights while receiving treatment is discouraged.

G. Please shower before receiving treatment.

H. The training room offices and phones are off limits to athletes unless accompanied by a staff Athletic Trainer.

IV. INJURIES AND ILLNESSES

A. All injuries and illnesses are to be reported to a staff Certified Athletic Trainer as soon as they occur. The athletic training staff will refer you to the team physician as necessary.

B. Injuries and illnesses can appear during the night. If this happens, you should contact your staff athletic trainer who will make arrangements for you to be seen. If an emergency occurs, call 911 or campus security. Once help arrives, then contact your staff athletic trainer and let them know what has happened and what has been done.

C. If you are injured and unable to practice, you are required to report to the training room immediately after practice and then as directed by the staff athletic trainers.

V. MEDICATIONS

A. Never take a prescription medication that was prescribed for a teammate, another student-athlete, or any other individual.

B. If you feel you have a need for a medication, whether over-the-counter or prescription, contact a member of the athletic training staff. Only the team physicians can decide when medications are necessary and will administer medications when appropriate.

C. Notify the athletic training staff of all medications that you are currently taking, who prescribed it, and for what condition.

Training Room Hours and Phone Numbers

In Season:

Monday–Thursday .................... 7:00 a.m.–Finished
Friday........................................ 8:00 a.m.–Finished
Saturday .................................. By Appointment
Sunday ..................................... By Appointment

Off-Season:

Monday–Friday .......................... 9:00 a.m.–5:00 p.m.
Saturday–Sunday ...................... By Appointment

| TRAINING STAFF | PHONE | CELL |
Appendix
Policies and Procedures

Tom Bossung 322-4119 218-1914
Mollie Malone 343-7762 828-9051
David Jennings 322-7326 584-5227
Shannon Gordon 322-8769 828-8081
Chris Ham 343-5744 584-3132
Michele Loftis 322-8003 828-7236
Justin Wenzel 343-7763 828-9873
Sara Melby 343-2593 828-6287
Daniel McClea 322-4119 594-2240
Tracy Campbell 322-4119 400-3327
Kerry Wilbar 343-5744 498-5668
Katie Davis 322-4119 715-8425

** Area Code is 615 for all numbers listed above. **

Policy on University Responsibility to Injured Athletes

Students who participate in intercollegiate athletics assume certain inherent risks of injury arising out of their participation. In the event of the occurrence of such injuries, the University will endeavor to provide the appropriate medical diagnosis, treatment, and care for its student-athletes. However, the providing of such medical services by the University is not without limitations, nor does the University wish to either expressly state or imply that it has responsibility to provide continuing medical services indefinitely.

University Obligations

When a student-athlete is injured during practice, competition, or under University-sponsored travel to or from competition under Vanderbilt University’s Intercollegiate Athletic Department auspices, the University will provide the following assistance to the injured student. For the purposes of this policy, the “University-sanctioned activity” includes all practices on University facilities of which the coach knows or should have known, and any events to which the athlete travels with University support or financial assistance.

A. Student athletic financial assistance in an amount of no less than that which the athlete was receiving at the time of the injury will be continued until the student reaches his or her baccalaureate degree or through the fifth year of enrollment, whichever comes first.
B. Approved medical costs associated with the injury will be submitted to the student-athlete’s personal insurance policy. Deductible costs or rejected claims will be covered by the University during the period the student is enrolled, as well as summers and breaks between semesters. The University reserves the right to determine the necessity and reasonableness of any particular treatment of an injury.
C. In the event a student suffers a disabling injury that prevents the student-athlete from continuing his/her academic pursuits, the University will provide disability payments for a time and amount specified in the current contract of insurance provided for this purpose by the University.

The term “disabling injury” shall include coma, spinal injury resulting in paralysis, total or partial loss of use of an extremity, and brain injury or that definition for such injury as may be set forth in the contract of insurance provided for these purposes.

Limitations

The University’s obligations to the student-athlete are subject to the following limitations. These limitations shall be used to determine the amount of entitlement benefits available to student-athletes injured as a result of their participation in the University’s Intercollegiate Athletics Program.

A. Student-athletes who sustain an injury or have a diagnosed illness prior to enrollment at the University must so notify their University coach and athletic trainer. Without such notification, subsequent re-injury
or exacerbation of the illness will not entitle the student to the benefits described in Part I of the Medical/Athletic Training Room Policies.

B. If appropriate University medical staff certify that an injured athlete has recovered sufficiently to reasonably permit him/her to compete, and that student-athlete nonetheless voluntarily chooses not to participate in athletics, the obligation of the University to provide medical care and financial aid is simultaneously terminated.

C. All treatment of injuries must be authorized or administered by the University. Any outside treatment obtained by an injured athlete without University authorization will not create entitlement to reimbursement from the University.

D. An athlete injured in events or competition not conducted or sanctioned by the Intercollegiate Athletics programs of the University is not eligible for continued assistance.

E. Subject to the provisions of the prevailing play or practice accident insurance policy, an injured athlete who withdraws or graduates from the University is not eligible for continued assistance.

F. Financial aid to an injured student-athlete will be terminated upon completion of a baccalaureate degree or fifth year enrollment. Continuation of medical care and disability payment will be subject to the terms and conditions of the policy or policies of play/practice insurance existing at the time of the student’s injury. Any extension of medical or disability benefits beyond those provisions contained in play/practice insurance policy shall not be on merit and needs to be solely at the discretion of the University without any obligation to provide the same.

Appendices:

The following Appendices further outline specific Vanderbilt University Athletic Department Sports Medicine policies. Each of these individual policies are reviewed on an annual basis by the Sports Medicine staff (Athletic Trainers and Physicians) as well as Athletic Department Administrators, Coaches and staff.

A. Alcohol Policy
B. Concussion Policy
C. Drug Testing Policy
D. Eating Disorder Policy
E. Lightening and Inclement Weather Policy
F. Pregnancy Policy
G. Sickle Cell Testing Policy
H. Emergency Care Plan
I. Venue Specific Emergency Action Plans

Rev. 11/10; th
Vanderbilt University  
Department of Student Athletics  
Alcohol Policy

Student-athletes at Vanderbilt University are expected to be acquainted with and to abide by all University, local, state, and federal regulations regarding the use, possession and consumption of alcoholic beverages. The Department of Student Athletics policy on alcohol also reflects the need for personal responsibility within our diverse University and athletic community. Appropriate conduct is expected at all times. Under no circumstances will the consumption of alcohol constitute a mitigating circumstance when it contributes to the violation of University and the Department of Student Athletics rules and regulations. A Vanderbilt student-athlete represents the University at all times, both on and off campus. Appropriate conduct is expected at all times.

**Definition of an Alcohol Related Incident**

Definition of an alcohol related incident will include but not be limited to the following:
- A written documented incident of alcohol use/abuse by any Vanderbilt University personnel and/or any law enforcement agencies in any jurisdiction.
- Possession or consumption of alcohol by minors under the age of 21.
- Driving under the influence of alcohol.
- Drunken and disorderly conduct.
- Public intoxication.
- Sent to physician and/or hospital for alcohol intoxication.
- Possession or consumption of alcohol by any student-athlete at any event where that student-athlete is representing the Department of Student Athletics.
- Destruction of property while intoxicated.
- Providing Alcohol to underage individuals.

**Sanctions for an Alcohol Related Incident**

Upon notification of an alleged alcohol related incident, the Vice Chancellor (or designee) will review the circumstances immediately. Upon determination that the alcohol policy has been violated, the minimum penalties listed below will be imposed. In addition to those listed below, the Head Coach may also impose sanctions. The Administration also reserves the right to require additional sanctions for any offense.

For 1st offense, the following will be imposed automatically:

1. Indefinite suspension from all team-related activities, effective immediately. The duration of the suspension will be determined by the Administration, with input from the Head Coach.
2. Letter will be sent from the appropriate sport Associate Director to the student-athlete’s parents/guardians explaining the incident and sanctions.
3. Student-athlete cannot receive opportunity fund monies (does not include insurance and academic requests) for remainder of the academic year/summer.
4. Mandatory alcohol assessment/counseling through Vanderbilt’s Psychological and Counseling Center. This assessment needs to be completed during the indefinite suspension period.
5. Mandated community service. Community service must be approved by the appropriate sport Associate Director prior to the start of service. If possible, community service should be completed during suspension.

For 2nd offense, the following will be imposed automatically:

1. Indefinite suspension from all team-related activities, effective immediately, as well as all penalties listed above. Student-athlete will miss a minimum of one scheduled competition date against opposing team. Duration of the suspension will be determined by the Administration, with input from Head Sport Coach.

2. Development of a “Better Health” agreement established between the student-athlete and the Team Physician. Failure to comply or lack of sufficient progress toward completion of the “Better Health” agreement, deemed necessary by the Team Physician, will lead to delayed reinstatement of athletic participation.

3. Administration will revoke the student athlete’s access to the Hendrix Room during training table meals for the remainder of the academic semester.

4. Athletic grant-in-aid reduction (if applicable)/monetary penalty to student account. Appropriate University and NCAA regulations will be followed for any removal of athletic grant-in-aid.

5. Student-athlete is not eligible to receive the following privileges for the remainder of the academic year/summer:
   - Study Abroad funding (summer)
   - Summer internship funding
   - Letterwinner gift

For 3rd offense, the following will be imposed automatically:

1. The student-athlete is immediately dismissed from team and athletic grant-in-aid is cancelled (if applicable). Appropriate University and NCAA regulations will be followed for removal of athletic grant-in-aid.

**Testing for Alcohol Consumption**

Testing for alcohol use can be performed “for cause” at the discretion of the Team Physician or in consultation with sport-coaches, athletic trainers, academic counselors, appropriate Associate Director of Student Athletics and the Vice Chancellor. Alcohol testing may also be performed in conjunction with a referral for counseling through Student Health Services. Testing for alcohol can or may also be performed at any time as a scheduled test following the protocol established by the Vanderbilt University Athletic Department Drug and Alcohol Testing Policy and Procedures. Alcohol testing may be included in, as a part of, or in addition to any random drug screen performed as part of the above policy and procedure.

**All decisions regarding sanctions are final. Student-athletes will have an opportunity to dispute any allegedly conflicting information during the fact-finding process.**

The student-athlete will follow all rules and sanctions set forth by the Office of Student Conduct and Academic Integrity. Punishment set forth by the Office of Student Conduct and Academic Integrity will be in addition to whatever the sanctions set forth by the Athletic Department.
Vanderbilt University Athletics Department
Concussion Management Plan
August 1, 2010 (Reviewed and Edited by TB)

In April, 2010, the NCAAs Executive Committee - acting on the advice of the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports (CSMAS) – in an attempt to develop a consistent association-wide approach to concussion management, adopted the following policy for its member institutions across all three divisions. This policy derived from a continual review of research data and discussions with the medical community. Determination of appropriate care and treatment of student-athletes’ injuries and illnesses are to be handled through each institution’s medical health care team - with physician oversight and direction - who will provide access to appropriate healthcare providers and will have the unchallengeable authority to determine management and return to play. As a result, Vanderbilt University and Vanderbilt Sports Medicine will utilize the following recommended best practices as set forth by the 2008 Consensus Statement on Concussion in Sport 3rd International Conference held in Zurich, Switzerland.

Vanderbilt University…

1. Shall require student-athletes to sign a statement annually in which student-athletes accept the responsibility for reporting their injuries and illnesses to the institutional medical staff, including signs and symptoms of concussions. During the review and signing process student-athletes shall be presented with educational material on concussions.

2. Shall have on file and annually update an emergency action plan for each athletics, venue to respond to student-athlete catastrophic injuries and illnesses, including but not limited to concussions, heat illness, spine injury, cardiac arrest, respiratory distress (e.g. asthma), and sickle cell trait collapses. All athletics healthcare providers and coaches shall review and practice the plan annually.

3. Athletics healthcare providers shall be empowered to have the unchallengeable authority to determine management and return-to-play of any ill or injured student-athlete, as he or she deems appropriate. For example, an accountable coach should not serve as the primary supervisor for an athletics healthcare provider nor should they have sole hiring or firing authority over that provider.

4. Shall have on file a written team physician–directed concussion management plan that specifically outlines the roles of athletics healthcare staff (e.g., physician, certified athletic trainer, nurse practitioner, physician assistant, neuropsychologist). In addition, the following components have been specifically identified for the collegiate environment:

a. Shall ensure coaches have acknowledged they understand the concussion management plan, their role within the plan and that they received education about concussions.

b. Athletics healthcare providers shall practice within the standards as established for their professional practice (e.g., physician, certified athletic trainer, nurse practitioner, physician assistant, neurologist, neuropsychologist).

c. Shall record a baseline assessment for each student-athlete prior to the first practice in the sports of baseball, basketball, diving, football, lacrosse, pole vaulting, and soccer at a minimum. The same baseline assessment tools should be used post-injury at appropriate time intervals. The baseline assessment should consider one or more of the following areas of assessment.
Appendix
Policies and Procedures

1) At a minimum, the baseline assessment should consist of the use of a symptoms checklist and standardized cognitive and balance assessments (e.g., SAC; SCAT; SCAT II; Balance Error Scoring System (BESS); Neurocom).

2) Additionally, neuropsychological testing (e.g., computerized, standard paper and pencil) has been shown to be effective in the evaluation and management of concussion. The development and implementation of a neuropsychological testing program should be performed in consultation with a neuropsychologist. Ideally, post injury neuropsychological test data should be interpreted by a neuropsychologist.

d. When a student-athlete shows any signs, symptoms or behaviors consistent with a concussion, the athlete shall be removed from practice or competition and evaluated by an athletics healthcare provider with experience in the evaluation and management of concussion.

e. A student-athlete diagnosed with a concussion shall be withheld from the competition or practice and not return to activity for the remainder of that day.

f. The student-athlete shall receive serial monitoring for deterioration. Athletes should be provided with written instructions upon discharge; preferably with a roommate, guardian, or someone that can follow the instructions.

g. The student-athlete shall be evaluated by a team physician as outlined within the concussion management plan. Once asymptomatic and post-exertion assessments are within normal baseline limits, return to play shall follow a medically supervised stepwise process.

h. Final authority for Return-to-Play shall reside with the team physician or the physician’s designee.

6. Shall document the incident, evaluation, continued management, and clearance of the student-athlete with a concussion.

7. Athletics staff, student-athletes and officials should continue to emphasize that purposeful or flagrant head or neck contact in any sport should not be permitted and current rules of play should be strictly enforced.
Vanderbilt University
Concussion Acknowledgement Form

As a student-athlete at Vanderbilt University, I acknowledge that I have a direct responsibility to be honest and forthcoming by reporting all injuries or illnesses to the Vanderbilt Sports Medicine staff (athletic trainers or team physicians). I further understand and acknowledge that participation in my sport may result in a head injury or concussion. The Sports Medicine staff at Vanderbilt University has provided me with educational materials regarding concussions and I have read them.

Specifically, I agree the following to be true:

___ I have read and understand the Concussion Fact Sheet provided to me and have been given an opportunity to ask questions about concussions and anything I’m not clear about regarding this issue.

___ A concussion is a brain injury, which I am responsible for immediately reporting to my athletic trainer or team physician.

___ A concussion can affect my ability to perform everyday activities, and affect reaction time, balance, sleep, and classroom performance.

___ If I suspect a teammate has a concussion, I am responsible for reporting it to my athletic trainer or team physician.

Student Athlete Printed Name

Student Athlete Signature ___________________________ Date ___________________________

Witness ___________________________ Date ___________________________
Vanderbilt Sports Medicine

Mild Traumatic Brain Injury (mTBI)/Concussion Evaluation Guidelines

The following guidelines have been developed to aid Vanderbilt Sports Medicine staff in evaluation and identification of student-athlete who have sustained a concussion/mTBI.

Baseline Testing
- Graded Symptom Checklist (GSC)
- Standardized Assessment of Concussion (SAC)
- Balance Error Scoring System (BESS)

Time of Injury
- Initial Evaluation
  - Vitals (pulse, BP)
  - Cranial nerve assessment
  - Strength
  - Sensation
- Graded Symptom Checklist (GSC)
- Standardized Assessment of Concussion (SAC)
- Balance Error Scoring System (BESS)

Recommendations
- If the student-athlete is diagnosed with a concussion, the student-athlete will be withheld from competition or practice and not return to activity for the remainder of that day. (NCAA Executive Committee Policy, April 2010)
- If the student-athlete is asymptomatic under normal conditions and following functional exertion testing the following day, then the student-athlete should be re-evaluated for return to participation.
- If the student-athlete is still symptomatic under normal conditions and/or following functional exertion testing, then the student-athlete should not return to participation until cleared through the subsequent outlined procedures.

Post-Concussion Follow-Up (within 24 hours post-injury)
- Medical assessment with Team Physician or the physician’s designee
- Graded Symptom Checklist (GSC)
- Standardized Assessment of Concussion (SAC)
  - Alternate form from initial evaluation
- Balance Error Scoring System (BESS)

Note
The Graded Symptom Scale will be repeated every day until the student-athlete Self-Reports Asymptomatic (SRA), at which time the student-athlete will begin with Day 1 SRA Procedures.
Day 1 Following Self-Report Asymptomatic (SRA)
Step 1
- Graded Symptom Checklist (GSC)
- Standardized Assessment of Concussion (SAC)
  - Alternate form from initial/follow-up evaluation
- Balance Error Scoring System (BESS)
- Functional exertion test
  - Rate of Perceived Exertion - Hard-Very Hard
  - Duration - 10-15 minutes
  - Monitor symptomology
- Stepwise return to sport progression will proceed to next level if student-athlete is asymptomatic at the current level. If any post concussive symptoms occur, reassess the following day and repeat the previous level.

Stepwise Return to Sport, Functional Testing Progression
Step 2
- Graded Symptom Checklist (GSC)
- Sport specific functional drills in a controlled environment
  - Mode, duration and intensity dependant upon sport
  - Monitor symptomology
- May resume progressive resistance exercises

Step 3
- Graded Symptom Checklist (GSC)
- Non-contact training drills dependant upon sport activity
  - Mode, duration and intensity dependant upon sport
  - Monitor symptomology
- Consult Team Physician for full contact clearance

Step 4
- Graded Symptom Checklist (GSC)
- Full contact training
  - Mode, duration and intensity dependant upon sport
  - Monitor symptomology
- Consult Team Physician for full medical clearance

Step 5
- Full participation without restriction

Note
If the student-athlete is symptomatic during and/or after any of the tests, return the student-athlete to the concussed state procedures until SRA and consult with the Team Physician for further evaluation.
Appendix
Policies and Procedures

Graded Symptoms Checklist (GSC)
Address each symptom based on how you have felt on an average 24-hour period during the last 7 days. Rate your symptoms on a scale of 0 to 6. Zero (0) means you have never experienced the symptom, 1 means you experienced the symptom briefly, 3 means the symptom has been present for about half of the preceding 24-hour period, and 6 means the symptom has been continuous through preceding 24-hour period (Piland, et al 2003).

Standardized Assessment of Concussion (SAC)
View the Standardized Assessment of Concussion (SAC) DVD for administration, scoring, and interpretation. The SAC Manual for Administration, Scoring and Interpretation is also available for reference.

Pre-season baseline testing for each student-athlete is recorded for future reference. College athletes average= 26.86(2.04) A 3 point decrease represents significant change under conservative criteria (Barr & McCrea 2001).

Balance Error Scoring System (BESS)
Significantly higher postural instability in Mild Head Injury subjects revealed through the clinical test battery with 3 stances on foam surface elicited significant differences through day 3 post injury, and may be a useful clinical procedure to assist in return to play decisions (Riemann & Guskiewicz 2000).

- Athlete Position
  - Shoes off
  - Roll pant legs above ankles
  - Feet narrowly together
  - Hands on the iliac crests
  - Eyes closed
- Test Procedures / Patient Instructions
  - Test begins when the patient closes his/her eyes
  - Patient is instructed to make any necessary adjustments in the event that they lost their balance and to return to the testing position as quickly as possible
- Test #1- Double Leg Stance (feet together)
- Test #2- Single Leg Stance (non-dominant foot; free leg should be bent to 90 degrees)
- Test #3- Tandem Stance (non-dominant foot in the rear; weight evenly distributed)
  - 20 seconds per test
  - Each test is performed on a firm surface and a 10-cm-thick foam/unstable surface
- Balance Errors
  - Hands lifted off of iliac crests
  - Opening eyes
  - Step, stumble, or fall
  - Moving hip into more than 30 degrees of flexion or abduction
  - Lifting forefoot or heel
  - Remaining out of testing position for more than five (5) seconds
- BESS Scoring
  - The number of balance errors (1 point per error) on each of the six (6) tests are added together for a total BESS Score
# Rate of Perceived Exertion

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>6</td>
<td>No exertion at all</td>
</tr>
<tr>
<td>7</td>
<td>Extremely light (7.5)</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Very light</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Light</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Somewhat hard</td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Hard (heavy)</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Very hard</td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Extremely hard</td>
</tr>
<tr>
<td>20</td>
<td>Maximal exertion</td>
</tr>
</tbody>
</table>

Borg RPE scale  

**References:**


Protocol for Concussion Management

1. Baseline Concussion Testing, Signed Statement, and Education

2. Traumatic Event

3. Initial Evaluation (Full Neuro Exam, SAC, BEGS)

4. No Symptoms Present

   - Yes: Evaluation and functional testing normal
     - Return to Play
   - No: No return to play for the remainder of that day
Follow-up Protocol for Athlete with an Identified Concussion

ATHLETE WITH IDENTIFIED CONCUSSION
- Medical Assessment with Physician

- **Symptoms Present at Rest?**
  - Yes
    - Full Participation without Restrictions
  - No
    - **Stop & Reassess Following Day**

- **Further Evaluation and Functional Testing Normal?**
  - Yes
    - Medical Clearance by Team Physician
  - No

- Indications for Further Diagnostic Testing @ Physicians
Vanderbilt University Athletics Department
Drug and Alcohol Testing Policy and Procedures

Vanderbilt University’s Department of Athletics is committed to developing and maintaining an environment that encourage student-athletes who are participating in intercollegiate athletics to avoid the misuse or abuse of alcohol and prescription drugs, and the unauthorized use of controlled substances and performance-affecting drugs. The use of prohibited drugs, alcohol, and the abuse of drugs and alcohol and other controlled dangerous substances, as well as chemical dependency to such agents, constitute a threat to the integrity of intercollegiate athletics, represent a danger to health, welfare, and career of the Vanderbilt University student-athlete. The Department, in conjunction the Vanderbilt University Medical Center has developed a drug and alcohol abuse, prevention, and screening policy, which was established in order to allow Vanderbilt student-athletes to progress toward their athletic and academic goals in a drug free environment. The policy is designed to be preventative and rehabilitative, rather than punitive in nature.

The objectives/philosophy of the policy is as follows:

1. To educate Vanderbilt student-athletes on the physical, psychological and social effects of drug and alcohol abuse.
2. To identify through periodic testing those athletes who may be involved in drug or alcohol abuse and to provide a mechanism of counseling and rehabilitation.
3. To reassure student-athletes that the health and academic progress of each of its student-athletes is the department’s primary goal.

The Department recognizes the personal involvement that coaches, athletic trainers and staff members have with student-athletes and encourages these members to act as a positive influence.

The Southeastern Conference and NCAA expressly prohibit the illegal use of drugs. To ensure that student-athletes who participate in NCAA championships are drug-free, the NCAA tests participants for banned drugs, both during year-round testing program and at NCAA Championships (NCAA Sports Medicine Handbook, NCAA Drug Testing program). If a student-athlete tests positive for any of these banned substances, the student-athlete will be held accountable per NCAA rules and regulations pertaining to a positive NCAA drug testing and its subsequent rulings based on a positive drug test.

Drug Education

The objective of the drug education component of the Department’s policy is to educate student-athletes on the harmful effects of drug and alcohol misuse and abuse, the negligible positive effects of drugs (especially as misuse affects academic and athletic performance) and finally, the legal implications resulting from drug and alcohol misuse and abuse.

All student-athletes are required to attend a general educational session within two weeks of arrival on campus each year. This session includes a discussion of the testing programs at Vanderbilt University and the consequences of positive testing. In addition, a discussion of state and federal laws regarding possession and use of alcohol and drugs, particularly as they relate to Vanderbilt University campus, is presented.

Subsequent programs during the sport’s seasons are presented on a team by team basis. These programs include a discussion of the reasons people use drugs, those individuals who are at risk, and some of the physiologic and psychological dangers associated with different types of drug abuse.

A session for coaches and athletic trainers is also held on a yearly basis to assist them in the development of skills for the identification of suspicious behaviors and signs of drug use or abuse.

Other programs are presented on an elective basis as the need and/or availability of special speakers arises.

Drug Testing

Drug testing is performed on all Vanderbilt student-athletes on a random, mandatory basis. Testing may also be performed “for cause” at the discretion of the Team Physician and in consultation with sport-coaches, athletic trainers, and academic counselors for athletics.
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Policies and Procedures

Student-athletes are required to sign a release form (Consent to Perform Urinalysis for Drug Testing) which states that they are aware that urine testing for the presence of drugs is permitted. In signing the form, student-athletes acknowledge that they understand that voluntary failure to undergo testing results in loss of the privilege to participate in any departmental athletic program and the loss of all athletically related financial aid. Students are selected, using a random lottery system, from the rosters of all athletic teams at the University, whether in or out of season. These athletes are required to provide a urine sample under the strict supervision of personnel selected by the Team Physician. The athlete may have a witness accompany him/her to the testing to certify identification and to monitor the proceedings. The athlete is assigned a personal code number from a list provided which is recorded on the student-athlete’s signature form and on the test bottle.

The sample is analyzed for the presence of drugs banned by the NCAA, and may include:
Psychomotor and Central Nervous System Stimulants;
Anabolic Steroids;
Diuretics;
Street Drugs; and
Others, at the discretion of the Director of Sports Medicine Program.

All positive tests are reported to the Team Physician who contacts the student-athlete involved and notifies the Vice Chancellor (General Counsel) and the Head Sport Coach.

A student-athlete failing to report for drug testing after notification, or failing to follow testing protocol or attempting to alter the integrity or validity of sample shall constitute a positive drug test. The student-athlete shall be considered in violation of this drug policy and will be subjected to the sanctions contained herein.

Detection of prescription narcotics that have been taken without a Vanderbilt University team physician’s knowledge or written consent/permission will be treated as a positive result.

Self Disclosure

Self disclosure of drug use is encouraged. If student-athlete self-discloses drug use the following will occur:

If self-disclosure occurs prior to notification of drug testing:
1. Team Physician will be notified.
2. The student-athlete must attend mandatory evaluation and counseling sessions under the supervision of a substance abuse counselor at the Student Health service. The counselor will report attendance to the Director of Sports Medicine.
3. The student-athlete is drug tested randomly thereafter for the academic year.
4. If student athlete tests positive after disclosure or during random testing, positive drug testing sanctions will take place.
5. The student-athlete will abide by all components of the “Better Health” agreement established between the student-athlete and the Team Physician. Failure to comply or lack of sufficient progress toward completion of the “Better Health” agreement, deemed necessary by the Team Physician, will lead to possible delayed reinstatement of athletic participation.

If self-disclosure occurs after notification of drug testing:
1. Student-athlete will be tested following procedures in this policy.
2. If positive drug test, positive drug testing sanctions will take place.
3. If negative drug test, Team Physician will be notified.
4. If negative drug test, the student-athlete must attend mandatory evaluation and counseling sessions under the supervision of a substance abuse counselor at the Student Health service. The counselor will report attendance to the Director of Sports Medicine.
5. Mandatory drug testing for cause up to 12 months of date of self disclosure at the discretion of the Team Physician.

Consequences of Positive Testing
First Offense:

1. The student-athlete’s parent(s) or guardian(s) are notified by the Head Sport Coach and/or the Vice Chancellor. The Head Sport Coach will provide copies of documentation of this conversation to the Vice Chancellor.
2. The Dean of Students, Director of Student Conduct and Academic Integrity, and the appropriate Sport Administrator will be notified of the positive result by the above Vice Chancellor.
3. Once the positive drug test has been reported to the Director of Student Conduct and Academic Integrity, the student-athlete will follow all rules and sanctions set forth by Director of Student Conduct and Academic Integrity. Punishment set forth by the Director of Student Conduct and Academic Integrity will be in addition to whatever the sanctions set forth by the Athletic Department.
4. The student-athlete must attend mandatory evaluation and counseling sessions under the supervision of a substance abuse counselor at the Student Health service. The counselor, pending approved release of information by the student-athlete, will report attendance to the Team Physician and the Director of Student Conduct and Academic Integrity. Failure to report for scheduled counseling (two or more missed sessions), will be deemed a subsequent positive drug test.
5. The student-athlete is tested weekly during counseling, and randomly thereafter for 12 months from the date of notification of the positive drug test. An increase in drug(s) metabolite from the most recent test indicates usage and therefore deemed a subsequent offense.

One or more of the following sanctions will result:

6. The Head Sport Coach will take appropriate team disciplinary action.
7. Suspension – temporary, indefinite or permanent suspension of the student-athlete from further participation (scheduled athletic competition against opposing teams) in all intercollegiate athletics.
8. The student-athlete will abide by all components of the “Better Health” agreement established between the student-athlete and the Team Physician. Compliance of this agreement will be reviewed by the Team Physician. Failure to comply or lack of sufficient progress toward completion of the “Better Health” agreement, deemed necessary by the Team Physician, will lead to possible delayed reinstatement of athletic participation.
9. Athletic grant-in-aid may be reduced or cancelled as a result of violating the drug policy on the first offense, at the discretion of the Vice Chancellor in consultation with the Head Sport Coach and appropriate Sport Administrator. The athletic grant-in-aid may or may not be re-awarded during this time, also at the discretion of the Vice-Chancellor in consultation with the Head Sport Coach and appropriate Sport Administrator. Appropriate University and NCAA regulations will be followed for any/all removal of athletic grant-in-aid.

Second Offense:

1. The student-athlete’s parent(s) or guardian(s) are notified by the Head Sport Coach and/or the Vice Chancellor. The Head Sport Coach will provide copies of documentation of this conversation to the Vice-Chancellor.
2. The Dean of Students, Director of Student Conduct and Academic Integrity, and the appropriate Director of Sport Operations will be notified of the positive result by the Vice Chancellor.
3. Once the positive drug test has been reported to the Director of Student Conduct and Academic Integrity, the student-athlete will follow all rules and sanctions set forth by the Director of Student Conduct and Academic Integrity. Punishment set forth by the Director of Student Conduct and Academic Integrity will be in addition to whatever the sanctions set forth by the Athletic Department.
4. The student-athlete must attend evaluation and counseling sessions under the supervision of a substance abuse counselor at the Student Health service. The counselor, pending approved release of information by the student-athlete, will report attendance to the Team Physician and the Director of Student Conduct and Academic Integrity. Failure to report for scheduled counseling (two or more missed sessions), will be deemed a subsequent positive drug test.
5. The student-athlete is tested weekly during counseling, and randomly thereafter for 12 months from the date of notification of the positive drug test. An increased in drug(s) metabolite from the most recent test indicates usage and therefore deemed a subsequent offense.

One or more of the following sanctions will result:

6. The student-athlete is suspended from all participation in intercollegiate athletics (practice, game, workouts, etc.) for a minimum of one (1) calendar year from date of the notification of positive result.
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7. For possible reinstatement toward athletic participation, the scholar-athlete will abide by all components of the “Better Health” agreement established between the student-athlete and the Team Physician. Compliance of this agreement will be reviewed by Team Physician. Failure to comply or lack of sufficient progress toward completion of the “Better Health” agreement, deemed necessary by Team Physician, will lead to delayed reinstatement of athletic participation.

8. Athletic grant-in-aid may be reduced or cancelled as a result of violating the drug policy on the second offense, at the discretion of the Vice Chancellor in consultation with the Head Sport Coach and appropriate Director of Sport Operations. The athletic grant-in-aid may or may not be re-awarded during the one year period of suspension, also at the discretion of the Vice-Chancellor in consultation with the Head Sport Coach and appropriate Sport Administrator. Appropriate University and NCAA regulations will be followed for removal of any/all athletic grant-in-aid.

Third Offense:

1. The student-athlete’s parent(s) or guardian(s) are notified by the Head Sport Coach and/or the Vice Chancellor. The Head Sport Coach will provide copies of documentation of this conversation to the Vice Chancellor.

2. The Dean of Students, Director of Student Conduct and Academic Integrity, and the appropriate Sport Administrator will be notified of the positive result by the Vice Chancellor.

3. Once the positive drug test has been reported to the Director of Student Conduct and Academic Integrity, the student-athlete will follow all rules and sanctions set forth by the Director of Student Conduct and Academic Integrity. Punishment set-forth by the Director of Student Conduct and Academic Integrity will be in addition to whatever the sanctions set forth by the Athletic Department.

4. The athlete is permanently suspended from all athletic participation and all athletic grant-in-aid will be immediately cancelled and will not be renewed.

Appeal Process:

If a student-athlete tests positive for a banned substance, he/she has the right to appeal the test result and/or disciplinary action. The Vice Chancellor must receive a written request within 48 hours of the notification of the positive test.

Upon the Vice Chancellor’s approval of the student-athlete’s request to have the results of the drug screen appealed, the Team Physician will contact the Drug Testing Laboratory. A second drug screen can be performed at a certified laboratory using the original sample at the student-athlete’s expense. Testimony regarding the chain of custody and procedures at the laboratory can be provided for the student-athlete by the laboratory, also at the student-athlete’s expense.

If the student-athlete wishes to appeal a disciplinary decision or procedure, the Vice Chancellor must receive written request for appeal within 48 hours of the student-athlete’s notification of the penalty. The Vice Chancellor will assemble an Appeals Committee to conduct a hearing in a timely manner following receipt of the request by the student-athlete. The Vice Chancellor will determine participation status of the student-athlete during the appeals process following medical clearance by the Team Physician.

Appeals Committee:

1. Vice Chancellor
2. Associate Director of Student Athletics (the Associate Director w/ oversight over the team the student-athlete is assigned to, will not participate)
3. Director of Academic Support
4. Director of Compliance
5. Member of the full-time Athletic Training Staff (appointed by Team Physician)

All decisions by the Appeals Committee will be final.

Drug Trafficking/”Dealing” of Illegal Substances

The Vanderbilt University student-athlete is subject to all University, local, state, and federal regulations concerning drug trafficking/”dealing”. If a student-athlete is charged with drug trafficking or other similar charge, disciplinary procedures (suspension of athletic competition and/or practice, loss of athletic grant-in-aid, community service, etc.) as deemed necessary by the Vice Chancellor may be implemented pending final disposition of all charges.
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Vanderbilt University Athletics Department
Policy Regarding Student-Athletes with Eating Disorders
Revised 11/10 mdm

An eating disorder can jeopardize the physical and psychological well-being of a student-athlete, as well as affect his/her athletic performance. Therefore, it is important that athletes, coaches, athletic trainers, and team physicians be knowledgeable about disordered eating and the resources available at Vanderbilt University to evaluate and treat them. Coaches, athletic trainers, and team physicians, as well as athletes themselves, have an important role in the identification and management of disordered eating.

An eating disorder is treated like any other injury that may jeopardize the individual student-athlete’s, along with their teammates, health and safety. As is the case with any medical condition that restricts sports activity, approval for training and competition is determined by the Team Physician (Coordinator) and/or the Head Physician.

I. Purpose of Policy:

A. To provide medical assistance to those student-athletes who are acknowledged as engaged in eating behaviors and training patterns, which are not conducive to competing safely as well as creating long-term mental and physical health.

B. Members of the Eating Disorder Treatment Team (EDTT):

Members of the Eating Disorder Treatment Team are responsible for treating the student-athlete through a comprehensive medical approach that includes the following members:

- Coordinator (Designated Team Physician)
- Treating Physician (eating disorder specialist)
- Registered Dietitian
- Counselor
- Liaison Athletic Trainer
- Athletic Trainer of the Student-Athlete

II. Identification of Student-Athletes with Clinical Disordered Eating

A. Parties Involved with Referral Process

1. Role of the staff, such as athletic trainers, coaches, strength and conditioning coaches, athletic department director, and so on: The staff members are not responsible for diagnosing student-athletes with clinical eating disorders, nor are they expected to differentiate an eating disorder from the clinical entities of anorexia or bulimia. However, the staff members have an important role in the identification and management of student-athletes with eating disorders, and should be familiar with the procedures outlined in this policy and with the resources available through Vanderbilt University.

2. 3rd Party Observations: When a student-athlete is suspected of having eating disorder habits, the individual observing the behavior, such as a teammate, friend, or family member, should consult with the respective team athletic trainer or team physician to discuss what he/she has learned or observed about a student-athlete’s eating patterns or behaviors. It is noted that the EDDT understands that making contact with the respective athletic trainer or team physician for a close friend or a teammate can be an emotional and difficult experience. Therefore, persons making the consult will remain anonymous to preserve confidentiality.

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3. Self: If a student-athlete acknowledges he/she has an eating disorder and wants to seek medical attention that the student-athlete should contact his/her athletic trainer or team physician.

B. Identification Procedures

1. Physicals: Pre-participation physicals are performed for incoming freshman or transfer student-athletes during initial entry and every other year thereafter. For interval years, all student-athletes complete a medical questionnaire. Through these physicals and questionnaires, a variety of responses are highlighted which help to assist with the identification of an eating disorder or potentially problematic cases.

2. The student athlete, staff, or third party should report to the Team Physician if there are any suspicions of an eating disorder.

III. Referral

A. Purpose: The purpose of this referral is to protect the student-athlete’s health and safety, and to make sure that the student-athlete is safe to train and compete. The referral enables the “at risk” student-athlete to receive specific medical care for a potentially life threatening situation.

B. Initiating the Referral: Whether a student-athlete elects to make the appointment him/herself or has the athletic trainer arrange the appointment, the EDTT needs to be alerted to the fact that a student-athlete has been referred for an evaluation.

C. Outside clinicians: If an athlete is seeing a private physician or therapist, the student-athlete will be asked to sign a release of information permitting the EDTT to contact the private clinician regarding treatment recommendations. The information obtained will be factored into the evaluation; however the ultimate decision regarding the athlete’s participation status will be made by the Coordinator of the EDTT.

IV. Initial Consultation and Medical Referral

A. Consultation

1. Purpose: When a student athlete is referred to the EDTT, the initial consultation will be with the Coordinator of EDTT. The purpose of the consultation is to inform the student athlete why he/she was referred, the committee’s objectives, and the process of medical referral.

2. Process: Eating disorders have multiple dimensions (medical, psychological, athletic, and nutritional); therefore, the EDTT approach to the evaluation and treatment of an eating disorder is a multidisciplinary one. A complete evaluation will, thus, most likely involve meetings with a number of the members of the EDTT. The Coordinator of the EDTT will review the terms of the evaluation with the student-athlete.

3. The student-athlete will be asked to sign a “Release of Information” to determine his/her participation status, explain possible sanctions for non-compliance and to refer for further medical testing if necessary.

4. Confidentiality regarding the student-athlete’s eating disorder, medical conditions, and treatment is strictly respected. There will not be any information beyond participation status and reasons for
changes with participation, conveyed to the coach or Athletic Department Director, or any other members of the Athletic Department staff.

B. Medical Referral

Based on the initial consultation, the following options exist for testing and evaluation purposes and will be based on the treating physician’s (eating disorder specialist) assessment of the student-athlete: a) complete blood work-up, body composition testing, dietary composition and analysis, psychological evaluation, and any other necessary medical tests.

V. Intervention and Treatment Protocol

A. Confirmation of Disordered Eating: Once the initial testing has been completed, the EDDT will review the information in determining what amount of training or competition the student-athlete is safe to continue participating in, as well as any further consultation with medical specialists or testing which may be required. Upon confirmation of the student athlete’s eating disorder, a “Better Health Agreement” contract will be made with the student athlete dealing with issues of medical, nutritional, and psychological health as well as athletic participation.

B. Better Health Agreement

1. Purpose: The individualized Better Health Agreement will detail the minimum acceptable medical criteria for the student-athlete to resume limited or full participation in intercollegiate athletics.

2. Content: The Better Health Agreement will cover areas such as appointment scheduling, training habits, weight control, eating disorder behaviors, etc. The agreement will contain a statement detailing the expectations (short-term and long-term) of the student-athlete and the EDDT. The student-athlete, team physician, counselor, and team athletic trainer must sign the Better Health Agreement. Failure to comply with the assigned contract will result in dismissal from the team conditioning and/or competition for a specified period of time to be determined by the Coordinator of EDDT.

   a. Participation Status
   The EDDT will determine whether it is safe for the athlete to train and compete, and at what level. If it is the finding of the EDDT that a student-athlete is unable to safely participate, he/she will be asked to sign the Better Health Agreement stipulating the conditions under which he/she may be required to limit or discontinue his/her participation in intercollegiate athletics. For the student-athlete who is unable to safely participate, he/she must agree to a treatment plan developed by the EDDT. The treatment plan will consist of medical monitoring, psychological counseling, nutritional counseling, and possible restriction or monitoring of exercise. These student-athletes must show evidence of progress towards the medical goals set by the EDDT, as specified in the Better Health Agreement.

   b. Non-restricted Activity
   For student-athletes whom the EDDT evaluation indicates that it is safe to participate in intercollegiate athletics without restriction, the EDDT may still use the Better Health Agreement to recommend certain medical treatments. Should the student-athlete’s condition worsen or continue to be a cause for concern, the Better Health Agreement gives the EDDT the right to re-evaluate the student-athlete’s progress at any time. This
re-evaluation may involve reestablishing training or participation restrictions in intercollegiate athletics.

3. **Review:** The Better Health Agreements of all student-athletes’ under evaluation will be reviewed once a month (or more frequently if necessary) for progress and updates of treatment.

4. **Report of Attendance:** A “Report of Attendance” will be documented by the team athletic trainer of all scheduled appointments for the student athlete.

**VI. Continued Treatment and Re-evaluation**

**A. Further Treatment:** As specified in the student-athlete’s Better Health Agreement, treatment and re-evaluation will continue until the contract requirements have been met.

1. **Progress:** Once a student-athlete returns to training or competition, his/her progress will be periodically revisited by the EDTT. The student-athlete will continue to meet on a periodic basis with the Coordinator of EDTT and whichever other members of the EDTT are deemed appropriate. There should be regular communication between the EDTT and the student-athlete’s coach and team athletic trainer in order to help the athlete to establish and maintain reasonable goals for training and performance.

2. **Referral to Other Clinicians:** If the Coordinator of the EDTT concludes that the student-athlete is not progressing in his/her treatment, the Coordinator may refer him/her to other clinicians for continuing treatment.

3. **Summer Leave Treatment (parental involvement, etc):** Before a student-athlete leaves for the summer, the EDTT will meet and discuss the appropriate treatment plan. This treatment plan will create guidelines for the student-athlete’s return in the fall. Guidelines for treatment may include the following: contacting specialist in hometown, notifying family physician and the inclusion of parental involvement as indicated. A new Better Health Agreement will be drawn up and agreed upon before the student-athlete leaves for the summer.

**B. Justification to Hospitalize:** In extreme cases, a student-athlete’s situation may require hospitalization to protect themselves from further health complications. This decision will be made by the Coordinator of the EDTT in conjunction with input from other members of the team and medical authorities. This implies that the student-athlete’s condition has regressed to a level, which is beyond the EDTT level of care and requires advanced medical care.

**C. Medical Leave from University, Residence Deans, and Parental Involvement**

TO BE DETERMINED/AS PER UNIVERSITY PROTOCOL
(see Vanderbilt University Policy in appendix)

**D. Elective Withdrawal from Varsity Athletics and Criteria for Returning to Vanderbilt**

**University Athletics:**

In some cases, an athlete who has been under the care of the EDTT may elect to withdraw from varsity athletics all together. In this situation, the Coordinator of EDTT will discuss the importance of continuing medical care. For a student-athlete who has electively withdrawn from sport with the intent to return the following season, criteria for returning must be discussed and be made aware to the athlete. Criteria for return will be tailored for each individual student-athlete’s case and reviewed by the Coordinator of EDTT upon the student-athlete’s desired return to the program.
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Better Health Agreement
Vanderbilt University Eating Disorder Treatment Team

I, __________________, agree to cooperate with the recommended treatment plan of the Vanderbilt University Eating Disorder Treatment Team (EDTT). Our mutual goal is for me to improve my 1) physical health, 2) mental health and 3) overall well-being. I will be honest with the EDTT members. I will strive for improvement. As was discussed between the team members, and myself I agree to the following conditions:

Weight control: __________________________________________________________

Eating habits: __________________________________________________________

Training/competition: ________________________________________________

Meeting Attendance: ________________________________________________

I understand that failure to comply with the recommendations of this contract will result in dismissal from the team conditioning and competition for a specified period of time to be determined by the Coordinator of EDTT. I understand that these recommendations have been made by the Coordinator of the EDTT to address specific medical concerns regarding my overall health. I further understand that the recommendations to my coach, family and the Athletic Director may be made if I develop 1) a life-threatening medical condition, 2) require medical or psychiatric care beyond the capabilities of the EDTT and Vanderbilt University, 3) if the Coordinator of the EDTT finds that my condition is not improving or is worsening and hospitalization is required.

I have read and understand the above and agree to the stated terms.

Student-athlete Signature Date Team Physician Signature Date

Team Athletic Trainer Signature Date Counselor Signature Date
Student Athlete Attendance Card  
For the Eating Disorder Treatment Team

Name:

Sport:

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Eating Disorder Treatment Team
Consent, Authorization, and Request For Disclosure and Release of Information

Last Name ___________________________ First Name ___________________________ Middle Initial ______

Date of Birth ___/___/____ Social Security Number __________-________-________

Name and Address of Organization And/or Person Making Disclosure
And/or Person to which Disclosure Is to Be Made
By: __________________________________________
____________________________________________
____________________________________________

To: __________________________________________
____________________________________________
____________________________________________

For the following purpose or need:
____________________________________________________________________________________
____________________________________________________________________________________

The disclosure of the following specific information is authorized:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

This consent, authorization, and request will not expire until the hospital, clinic, physician, and other medical provider to which it is directed is notified, in writing that it has expired.

Patient Signature ___________________________ Date __________

Witness Signature ___________________________ Date __________
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_Vanderbilt University Student Handbook, 2010-2011; Chapter 1, University Policies and Regulations-Student Health Center and Other Medical Services, p 22._


**Conduct Endangering Personal Health**

Students who engage in a pattern of conduct that endangers their personal health or safety, such as abuse of alcohol or other drugs, denial of sustenance, etc., may be required to participate and make satisfactory progress in a program of medical evaluation and/or treatment, or a program of psychological evaluation and/or treatment, if they are to remain at the University. That determination is made by a panel consisting of the Dean of Students or the dean's designee, the Director of the Student Health Center, the Director of the University Psychological and Counseling Center or the University psychiatrist, and an academic dean of the school in which the student is enrolled.

**Withdrawal from the University**

The University reserves the right to require the withdrawal of a student whose continuation in school, in the University’s judgment, is detrimental to the health or safety of the student or others. Students who withdraw, voluntarily or involuntarily, for these reasons, or for medical or mental/emotional health reasons, may be considered for readmission following a determination by the University, often through the Student Health Center, that the condition requiring withdrawal has been corrected. That determination is made by a panel, comprising the Dean of Students or the dean’s designee, the Director of the Student Health Center or the University psychiatrist, and an academic dean of the school in which the student is enrolled.
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VANDERBILT UNIVERSITY ATHLETICS

LIGHTNING SAFETY
Revised 8/2009

The following information is taken from the National Athletic Trainer’s Association Position Statement on Lightning Safety for Athletics and Recreation. The N.A.T.A. recommends that each institution implement a lightning safety policy in regards to all sports. Some of the more prominent recommendations and guidelines are listed below. The entire position statement can be obtained at the following web address: http://www.nata.org/statements/index.htm; [Lightning safety for athletics and recreation (Dec. 2000)]

Establish a chain of command:
Most likely as the certified athletic trainer on hand, you may be asked to make the decision on whether to remove people from the field or to continue to monitor the situation.

Have designated weather watchers:
The individual in charge of the situation should appoint others as additional weather watchers. These individuals should keep their eyes open and look for any lightning strikes on the horizon. Other certified athletic trainers, student workers, facility administrators or coaches are good choices for this responsibility.

Have a means of monitoring local weather:
With internet technology today, local weather is easy to access. At Vanderbilt, we have a few options.
The first option is to have the ATC in-charge utilize the DTN/Meteorlogix weather monitoring system.
The DTN/Meteorlogix system is able to provide up to date information on the following:
- Lightning strikes in the area (real time detection)
- Approaching storm fronts
- Weather advisories in the area

The DTN/Meteorlogix system displays a lightning strike for 30 minutes. Lightning is color coded according to time from initial strike. It is recommended that the ATC hold competition for at least 30 minutes after the last lightning strike. There is an “all clear” alert given to signal no lightning in the area for the previous 30 minutes. The DTN/Meteorlogix system has a 30 miles radius effective for lightning detection. The radar is advantageous to the ATC, as he/she may anticipate upcoming weather and lightning conditions.

National Weather Service Bulletins are available through the DTN/Meteorlogix system.

Additionally, Vanderbilt Athletic Trainers can call the Vanderbilt University Police Dispatch. The V.U.P.D. monitors the local weather conditions with the National Weather Service and places the campus under a lightning advisory if needed. The telephone number is 2-2745. The information gained through the dispatch can assist the person in charge.

Follow the “Flash to Bang” rule:
The flash to bang rule is a means of determining how far away the lightning strike was. The witness begins counting when he/she spots a lightning strike. The count is stopped when the associated thunder clap is heard. The count is then divided by five, and that tells you how many miles away the lightning strike was. If the count is at or less than 30 seconds, (or the lightning is within 6 miles), activity should be halted and all persons should be ushered to a safe location.

Have a safe location picked out before inclement weather hits:
The safest place to take cover in is “any fully enclosed, substantial, frequently inhabited building.” Make sure to stay away from large appliances, outlets, shower areas, telephones, or swimming pools while inside. Lightning has been known to travel through electrical wiring and/or plumbing system into the building.
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THE SECOND CHOICE OPTIONS IN THE EVENT OF BUILDING UNAVAILABILITY:

A fully enclosed vehicle is an alternative shelter if a building is not available. When in the vehicle, do not touch any metal surfaces, as these will carry current. It is not the tires that protect an individual. Rather, it is the metal enclosure that deflects the current around the individual.

If one cannot get inside, the following posture should be undertaken. The feet should be touching together, with the weight on the balls of the feet. The head should be lowered, with the hands over the ears. This position is advantageous due to the fact it lowers one closer to the ground, as lightning frequently strikes objects high off the ground. Also, it minimizes the contact area of the person on the ground. Signs that one is in imminent danger include hair standing on end and sound similar to crackling or cloth tearing being heard.

RETURN TO PLAY PROTOCOL:

Teams should be allowed on the field 30 minutes after the last thunder clap has been heard or lightning strike is seen. There should be no exceptions to this rule, as lightning has been observed coming out of clear blue skies.

DTN/Meteorlogix

- Open internet web browser on PC/Blackberry.
  - PC user: http://weather.dtn.com
  - Blackberry user: http://mx.dtn.com
    - Enter username and password
- Use the menu to navigate for desired information
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Vanderbilt University Athletics Department
Guidelines for Pregnant Student-Athletes
Revised: 11/10 mdm

The following information is being provided to support student-athletes who become pregnant during their athletic careers at Vanderbilt University. The Sports Medicine staff trusts that pregnant student-athletes will make decisions in the best interest of the pregnancy. Student-athletes who become pregnant are highly encouraged to inform the team’s Athletic Trainer for assistance throughout this process.

What to do if you become pregnant?
As soon as you learn that you are pregnant, you should inform your coach and Athletic Trainer, as well as your personal physician/OBGYN, family or others who are important to you. The obligation for a female athlete to inform her coach should be no different than the obligations of the athletes to inform their coach of other medical conditions. The Athletic Trainer and Sports Medicine staff will be able to access the resources available. They should also respect the request for confidentiality until there is medical reason to withhold the student-athlete from competition.

What to do if your significant other becomes pregnant?
The athlete involved may be the father and has to overcome certain emotional stresses and may not know who to consult with. Therefore, it is just as important for the father of the child to be aware of the resources available to them as well as the mother of the child. You may also go to your respective Athletic Trainer who can refer you to counseling on campus for your needs.

Can you continue to train and compete?
The American College of Obstetrics and Gynecology (ACOG) has recommended that following a thorough clinical evaluation, healthy pregnant women should be encouraged to engage in regular, moderate intensity, physical activity. The time period considered safe for participation in each sport must be dictated by the movements and physical demands required to compete in that sport. Sports with increased incidences of bodily contact (basketball, ice hockey, field hockey, lacrosse, soccer, rugby) or falling (gymnastics, equestrian, downhill skiing) are generally considered higher risk after the first trimester because of the potential risk of abdominal trauma. The American College of Sports Medicine discourages heavy weight lifting or similar activities that require heavy straining or valsalva. High intensity exercise required for competitions in nearly all sports has not been well studied and may increase fetal risk. Theoretical risks to the fetus associated with increased core body temperatures may occur with exercise, especially in the heat. Many medical experts recommend that women avoid participating in competitive sports after the 14th week of pregnancy (NCAA Sports Medicine Handbook, 2007-08).

If you choose to continue to compete while pregnant, what should you be aware of?
Know your potential risks of the particular sport and exercise while pregnant.
Discontinue exercise when feeling over-exerted or when any warning signs of the following are present: Vaginal bleeding, shortness of breath before exercise, dizziness, headache, chest pain, calf pain or swelling, pre-term labor, decreased fetal movement, amniotic fluid leakage, muscle weakness
Follow the recommendations of your obstetrical provider in coordination with the team physician.
Take care to remain well-hydrated and avoid over-heating.

Where can you go for confidential advising and support?
Vanderbilt Student Health services can provide you with immediate testing and referral for medical and obstetrical care.
Vanderbilt Women’s Health on campus can provide you with necessary counseling.

Who pays for your medical expenses?
All medical expenses that are a result of pregnancy are the responsibility of the student-athlete.
Appendix
Policies and Procedures

**What happens to your scholarship?**
In accordance with NCAA legislation, your athletic scholarship for the current year will not be revoked due to medical conditions, including pregnancy. As is the case with all athletic scholarship recipients, the head coach will recommend on an annual basis whether the scholarship will be renewed or not. In cases of non-renewal, you may appeal the decision by notifying the Office of Student Financial Aid in writing. In reference to your eligibility, the NCAA rules permit a one-year extension of the five-year period of eligibility for female student-athlete for reasons of pregnancy. A pregnancy is considered a temporary disability which will fall under the same guidelines and restrictions as any other condition termed temporary disability.

**What are the considerations upon returning to your training/sport after your pregnancy?**
This will be the responsibility of your OB/GYN and Vanderbilt University team physicians. Your OB/GYN will follow necessary guidelines and the Sports Medicine team will follow those restrictions. You will have to continue routine follow-ups with your OB/GYN and provide documentation to your Athletic Trainer and team physician. The Athletic Trainer will work with the strength coach and under the guidelines of the OB/GYN for the necessary steps to get back into physical condition. Care will be taken to individualize the return to practice and competition due to the different demands of each sport. The team physician has the ultimate authority to determine when the student-athlete may return to participation.
VANDERBILT UNIVERSITY DEPARTMENT OF STUDENT ATHLETICS
PREGNANT ATHLETE INFORMED CONSENT

I, ____________________________, acknowledge that I have sought medical attention and
advisement for my pregnancy and school/sport related issues, according to the Vanderbilt University
Department of Student Athletics’ Guidelines for Pregnant Student-Athletes. I recognize that any treatment or
limitation listed below is for the safety and protection of myself and my unborn child during my pregnancy, and
I will adhere to the specific guidelines set forth by my physicians. I also understand that NCAA regulations
permit an extension of my five year clock, therefore allowing me to apply for a sixth year of athletic eligibility.

OB/GYN
Notes/guidelines:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

VU Team Physician
Notes/guidelines: 

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

( OB/GYN name) (OB/GYN signature) (Date)

(Team Physician name) (Team Physician signature) (Date)

(Student-Athlete name) (Student-Athlete signature) (Date)

(Sport Administrator name) (Sport Administrator signature) (Date)
Vanderbilt University Athletics Department
Sickle Cell Testing Policy
July 15, 2010

In April, 2010, the NCAA’s Division I Legislative Council decided that all incoming Division I student-athletes must be tested for Sickle Cell trait, show proof of a prior test or sign a waiver releasing an institution from liability if they decline to be tested. (Proposal No. 2009-75-B-1). This new rule is in effect for the 2010-2011 academic year and applies to those student-athletes that are beginning their initial season of eligibility and includes any students who are trying out for the team. Furthermore, the results of any Sickle Cell testing must be known by University Sports Medicine staff and team officials (coaches, strength and conditioning coaches, etc.) prior to a student-athlete being allowed to participate in any athletically related activity.

Vanderbilt University Athletics and Vanderbilt Sports Medicine, having initiated Sickle Cell testing in 2009, have adopted the NCAA’s latest proposal and made the appropriate changes. As such, Vanderbilt University will have the following guidelines and protocols as its policy for Sickle Cell testing:

Vanderbilt University…

1. Shall require incoming student-athletes to be tested for Sickle Cell Trait or show proof of their Sickle Cell status by providing official documentation from a prior test. Our policy does not offer the opportunity to sign a waiver declining the test or declining the provision of prior test results. As such, any student-athlete that is found to have Sickle Cell Trait shall not be denied any opportunity to participate. Rather, he/she shall be allowed to participate in Vanderbilt University’s Intercollegiate Athletic Program without prejudice.

2. Shall test – or require prior test results – for Sickle Cell Trait on ALL incoming student-athletes, regardless of age, race or ethnic background. Though more prominent in certain ethnic groups, Sickle Cell Trait has been shown in nearly all ethnic groups.

3. Shall not allow any student-athlete to participate in any organized team activity until that athlete’s Sickle Cell Trait status is known. This includes male practice players for female sports, as well as anyone trying out for a team.

4. Shall notify the medical staff (athletic trainers and physicians), along with the sport’s coaches and strength and conditioning staff, of any student-athlete found to be a carrier of Sickle Cell Trait.

5. Shall work with the Vanderbilt University Medical Center labs and lab personnel to schedule and coordinate all Sickle Cell Trait testing of student-athletes. The athlete shall not incur any cost of Sickle Cell Trait testing and no expense shall be passed on to the student-athlete or his/her family.

6. Shall review this policy with all athletic department officials, coaches, strength and conditioning coaches and medical staff on an annual basis.

Athletes who test positive for Sickle Cell Trait:

For those athletes who carry the Sickle Cell Trait, Vanderbilt University Athletics and Vanderbilt Sports Medicine will provide the following measures to facilitate and accommodate the safe participation of such athletes in our program:

1. The athlete will be provided with information regarding Sickle Cell Trait and participation in intercollegiate athletics. He/she will watch the NCAA educational video on athletes with sickle cell trait (www.NCAA.org/health-safety).
2. The athlete will meet with a Vanderbilt University team physician to answer any questions regarding his/her condition and to ensure the athlete understands the issues and steps that he/she need to take to remain safe while participating in athletics. Topics of discussion shall include, but not be limited to, the following… risk factors (altitude, heat, dehydration) for athletes with Sickle Cell Trait, recognizing early signs or symptoms of heat illness or sickle crisis, the importance of reporting any symptoms, and the measures taken to treat an athlete suffering from sickle crisis.

3. Sport and strength and conditioning coaches shall be notified of an athlete’s Sickle Cell Trait status to ensure that the athlete is allowed access to fluids as needed, is not forced to participate in timed physical exertion tests before becoming acclimated to heat and exertion at the beginning of a season, and any complaints or description of symptoms from the athlete are taken seriously and the athlete is removed from activity until an evaluation by a Vanderbilt University certified athletic trainer or physician is completed.

4. Staff athletic trainers and/or physicians present at official practices and workouts will monitor the athlete’s status closely and encourage adequate hydration. The medical staff will also monitor environmental conditions and possibly limit or halt training sessions or practices if risk is determined to be too high.

For more information on this topic and more, go to www.NCAA.org/health-safety
Reviewed and edited: 11/23/10 by TB.
Vanderbilt University Athletics Department

Emergency Care Plan for Medical Emergencies

Revised 12/1/10

The purpose of this emergency care plan is to provide instructions to staff of the Vanderbilt University Athletics Department in the event of a medical emergency.

This emergency care plan is set into motion when a serious or catastrophic (life-threatening) injury occurs. A serious injury is one in which it is obvious that the athlete/individual will need to be transported for treatment and action must be immediate. Examples include, but are not limited to: cardiovascular arrest, severe bleeding, obvious fracture, possible neck or back injury, a serious head injury, heat illness, or shock.

This emergency care plan is a shared responsibility of the medical personnel, strength and conditioning staff, coaches, administrators, and athletics department to ensure that all play a role in the management of medical emergencies and all parties should understand the appropriate emergency response procedures. This plan is written to serve as a reference for those who provide field coverage for all Vanderbilt University Athletics organized practices and competitions, including out of season training, strength training and conditioning workouts. It shall also serve as the primary tool for planned periodic review of such procedures so that all involved know their role in the event of an emergency situation. It should be reviewed annually by all parties.

I. Emergency Care Plan- Athletic Trainer not Onsite/Present

In an event that a staff athletic trainer is not onsite/present for a workout or practice, the following steps shall take place when an injury needing medical attention occurs:

A. When a serious or catastrophic injury occurs, follow step-by-step procedures of the venue’s Emergency Action Plan (EAP)

1. Assess the situation. Call for help. Retrieve venue AED and begin CPR/AED, if needed

2. Send someone to call for help (421-1911 if on campus or 911 if off campus)

3. Tell police who you are and that you are “Activating the emergency action plan at the (practice/event venue).” Give the following information:

   a. Nature of emergency
   b. What is being done for the individual
   c. Who is with the individual
   d. Location and directions for access to venue

4. Send someone to athletic training room to inform a staff athletic trainer. If unavailable, call the team’s staff athletic trainer and inform them of the situation.

5. Send someone to open access gates/doors and await EMS (Ambulance) arrival at designate location
B. When a non-emergent injury (possible fracture, lacerations needing suturing, other non-traumatic medical problems, or illnesses) needing medical attention occurs, the following steps shall take place:

1. Refer injured athlete to staff athletic trainer or athletic training room. If no one available, contact the team staff athletic trainer for guidance.

2. For serious orthopedic injuries (possible fractures, dislocations, sutures) or illnesses, the athlete may be referred to Vanderbilt University Medical Center by the staff athletic trainer and/or team physician for further evaluation or treatment.

3. For non-traumatic injuries and illness the athlete shall be referred to the staff athletic trainer for evaluation and treatment. The primary site for evaluation will be the McGugin Center’s athletic training room. In more serious injury or illness situations, the team physician shall be contacted by the staff athletic trainer for consult and physician evaluation.

II. Emergency Care Plan – Athletic Trainer Present without EMS (Ambulance) Onsite
In an event that an EMS unit is not onsite the following steps shall take place when a serious or catastrophic injury occurs:

A. Athletic Trainer in charge (seniority, chain of command) attends to the injured athlete and evaluates the situation. Implements emergency procedures below.

B. Athletic Trainer in charge instructs another athletic trainer or coach to call for help and be ready to give the following information:

   Call 421-1911 (if on campus) / 911 (if off campus).

   Give the following information:
   1. Your name and title
   2. Nature of injuries to the athlete
   3. Location of the injured athlete
   4. Be the last person to hang up

C. Have someone meet the ambulance at the location specified on the practice or event venue’s posted Emergency Action Plan (EAP).

D. Make or have the following calls made:
   1. Call the team physician if not present
   2. Call the athletic training room and inform the lead staff athletic trainer
   3. Call the coach if not present
   4. Call the parents

III. Emergency Care Plan – Athletic Trainer Present with EMS (Ambulance) Onsite
In an event that an EMS unit is present onsite, the following steps shall take place when a serious or catastrophic injury occurs:
Appendix
Policies and Procedures

A. Communication with the Emergency Medical Service (Ambulance) unit on procedures for any emergency situations shall take place prior to the start of the event.

B. Athletic Trainer in charge (seniority, chain of command) and/or Team Physician attends to the injured athlete and evaluates the situation. Implements emergency procedures below.

C. Athletic Trainer in charge instructs another athletic trainer or coach to contact EMS for assistance. Report that there is a need for further emergency treatment and possible need for transport of the athlete. Communication shall take place either through a two-radio, cell phone, pre-practiced hand signals, or another athletic trainer or coach.

D. Follow the Vanderbilt Sports Medicine Emergency Care Procedures (attached to this document below).

E. Transport athlete to ambulance as discussed prior to event.

F. Transport athlete to Vanderbilt University Medical Center Emergency Department-if physician is available, they will go to ED with the athlete. If a physician is not available, a staff athletic trainer or coach will be sent. Another staff athletic trainer will stay on site for completion of practice or event.

**Emergency Equipment to be Available at Venues for practice and competitions with an Athletic Trainer onsite:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cervical Collar</td>
<td>Communication – two-way radios, phones, cell</td>
</tr>
<tr>
<td>Emergency Oxygen Bag</td>
<td>Splints</td>
</tr>
<tr>
<td>Automated External Defibrillator (AED)</td>
<td></td>
</tr>
<tr>
<td>Crutches</td>
<td>Epi-pen for allergy reactions</td>
</tr>
<tr>
<td>Face Mask Removal (football)</td>
<td>Spine Board (football)</td>
</tr>
</tbody>
</table>
Appendix
Policies and Procedures

Vanderbilt Sports Medicine Emergency Care Procedures

The following are procedures to follow when a life-threatening or serious medical emergency occurs during a practice or event covered by a staff athletic trainer.

Acute care in an emergency situation should be provided by the most qualified individual on the scene. As in all medical situations, yield to those with more appropriate training. For example: the athletic training student or coach should yield to the staff athletic trainer, who in turn shall yield to the team physicians, and/or emergency personnel (EMT, Paramedics). It is our desire to control these situations in an orderly, efficient and competent manner. Roles of these individuals within the emergency team should be determined in advance of each training session or event coverage dependent upon number of members of the team, venue, or the preference of the team’s Head Athletic Trainer. The staff athletic trainer shall be ready to make recommendations as to procedure and offer guidance to physicians and/or EMS.

I. Medical Personnel Involved

A. Lead Physician- Physician that is in charge of medical decisions in any situation, although not necessarily directing a crew (such as the person at the head during a spinal injury). This physician must be in charge of triage. This person is not necessarily university’s Head Team Physician.

B. Lead Athletic Trainer- First on scene to determining severity of injury and initial management plan. Not necessarily head athletic trainer.

C. Staff Athletic Trainer/Student Athletic Trainers- Staff athletic trainers and students are in charge of retrieving emergency equipment, personnel, crowd control and assisting in transportation.

D. EMS- EMS is responsible for transitional care from the field of play to Vanderbilt University Medical Center.

II. Procedures following recognition of life threatening injury.

A. Assess situation. Check ABCs. Follow specific emergency situation procedures below.

B. Call for assistance
   1. Lead physician
   2. Splints/AED/Oxygen kit (if needed)
   3. Spine-board/Gator (if applicable)
   4. EMS (if needed)

C. Begin management of situation
   1. If O2 is used on the field, it is to be set up by another ATC and given to the person at the head for use.
   2. If CPR is started on the field. The AED will be hooked up immediately, and allowed to run a cycle. Pause everything until it has run one cycle of three shocks, and continue spine-boarding and begin to transport to ambulance during the pause in between.
   3. If CPR is begun, immediately place oral airway if unless contraindicated.
   4. Transport athlete to ambulance
   5. Transport athlete to VUMC-ED - A team physician will always go to ED with athlete.
III. Specific Emergency Situation Procedures

A. Unconscious Athlete – Not Breathing
   1. Log roll athlete if prone and open airway, be ready to administer CPR/AED/O2. Be prepared to remove facemask in football.
   2. Send someone to call for help (421-1911 / 911), then call athletic training room and inform staff athletic trainer to notify team physician, if not present.
   3. Dispatch someone to guide the ambulance. Follow the Emergency Action Plan directions posted for the respective venue.

B. Unconscious Athlete – Breathing
   1. Do not move athlete or allow athlete to move while assessing cause of unconsciousness. Proceed through primary and secondary survey. Retrieve emergency medical equipment.
   2. Call for help (421-1911 / 911) and/or team physician, if available.
   3. Continue to monitor vital signs.

C. Athlete Conscious – Prone Position
   1. Don’t move or allow the athlete to move
   2. Get the attention of the athlete and calm if necessary
   3. Determine the chief complaint and perform field examination
   4. Retrieve emergency medical equipment, if needed.
   5. Transport as appropriate for the situation

D. Cervical Spine Injury

   If spinal cord injury is suspected
   1. Ask athlete if they have trouble breathing
   2. Ask athlete if they have any neck or spine pain, palpate
   3. Ask athlete if they have any burning, tingling, or numbness. Check sensation.
   4. Ask athlete if they can move their fingers and toes.

   If any of the above are positive, stabilize the neck, retrieve emergency medical equipment, and call (421 – 1911 / 911) for help.

   It shall be our policy to leave the helmet and shoulder pads on in the case of such an injury in football.
EMERGENCY ACTION PLAN
Curry Tennis Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located at Front Desk in Lobby.

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE CURRY TENNINS CENTER ON CAMPUS.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

2. DIRECTIONS: Facility is located at 25th Ave and Jess Neely Dr. EMS is to enter facility by using Lot 61 located on 25th Ave across from the 25th Ave parking garage.

3. Send someone to await EMS outside Curry Tennis Center at Lot 61 and 25th Ave.

Emergency Equipment Available:
   - AED located in main lobby on wall next to the elevator and front desk.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Football Stadium – Dudley Field

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone: None

4. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE FOOTBALL STADIUM – DUDLEY FIELD.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

5. DIRECTIONS: EMS is to enter the Stadium through the Stadium Tunnel off of Jess Neely Dr. Proceed directly to the field.

6. Send someone to await EMS arrival at Tunnel entrance on Jess Neely Dr.

Emergency Equipment Available:
AED on site at all practices held in the Stadium
- CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Football Practice Fields

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in McGugin Center Ticket Office Lobby Between Glass Doors Leading to Outside OR in Athletic Training Room

7. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE FOOTBALL PRACTICE FIELDS.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

8. DIRECTIONS: EMS is to enter the practice field through gate on Natchez Trace, behind Weight Room, 100 feet from corner of Jess Neely.

9. Send someone to await EMS arrival at gate on Natchez Trace.

Emergency Equipment Available:

• AED located in McGugin Center Hallway next to Football Weight Room and Athletic Training Room.
• CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify clinical engineering at 322-3440.

Implemented 7/6/2006; mpm       Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN

Football Weight Room

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices OR Athletic Training Room
10. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER FOOTBALL WEIGHT ROOM.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

11. DIRECTIONS: EMS is to enter building through Lot 32 on corner of Natchez Trace and Jess Neely Dr. Use Glass door on right end of building.

12. Send someone to await EMS arrival in Lot 32.

Emergency Equipment Available:
   • AED located on wall outside football weight room and athletic training room in hallway.
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Baseball - Hawkins Field

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone located in Home Dugout

13. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE BASEBALL STADIUM, HAWKINS FIELD.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

14. DIRECTIONS: EMS is to enter through right field fence (for player on the field) on the corner of 25th Avenue and Jess Neely Dr. OR main entrance (for spectators, etc.) across from Lot 13 on Jess Neely Dr.

15. Send someone to await EMS arrival at right field fence OR main entrance across from Lot 13 and escort them to patient.

Emergency Equipment Available:
   • AED located in HOME DUGOUT next to team room door.
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm        Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Hendrix Room, McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices

16. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER HENDREX ROOM.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

17. DIRECTIONS: EMS is to enter building through Lot 13 on Jess Neely Dr. and enter through double doors under awning.


Emergency Equipment Available:
   • AED located on wall outside Olympic weight room.
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm  Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Intramural Turf Field- Lacrosse (Natchez Field)

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Lot 75A in between Natchez Field south entrance gate and Natchez Trace (labeled “Emergency”).

19. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT NATCHEZ FIELD (THE INTRAMURAL TURF FIELD) LOCATED AT NATCHEZ TRACE AND CHILDRENS WAY.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

20. DIRECTIONS: EMS is to enter lot 75A by turning west on Children’s Way from Natchez Trace. Bear left after you turn into lot 75A and proceed 220 feet to the south entrance to Natchez Field.

21. Send someone to await EMS at south entrance gate of Natchez Field.

Emergency Equipment Available:
   - AED on site at all practices held at Natchez Field.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify clinical engineering at 322-3440.
Implemented 11/17/2010; dm
EMERGENCY ACTION PLAN
Athletic Training Room, McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Training Room Staff Offices

22. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN ATHLETIC TRAINING ROOM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

23. **DIRECTIONS:** EMS is to enter building through Lot 32 on corner of Natchez Trace and Jess Neely Dr. Use single black door under *Vanderbilt Sports Medicine Awning.*

24. Send someone to await EMS arrival in Lot 32 outside Athletic Training Room.

Emergency Equipment Available:
   - **AED located in Athletic Training Room (Room 166C) OR outside football weight room in hallway**
   - CPR Mask located in AED case.
   - Red Code Bag in storage room (BVM, Oxygen)

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.
Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN

McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices and Ticket Office Lobby Between Glass Doors Leading to Outside.

25. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

26. DIRECTIONS: 2601 Jess Neely Dr. Building is on the corner of Jess Neely Dr. and Natchez Trace.
   - Inform police what exit the patient is closest to.

27. Send someone to await EMS arrival at exit closest to patient.

Emergency Equipment Available:
   - AED located on wall outside Olympic weight room (closest)
   AND on wall next to FB/Baseball weight room and Training Room
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Memorial Gym Main Floor

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Hallway in Area Of Team Entrance.

28. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE MEMORIAL GYM MAIN FLOOR.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

29. DIRECTIONS: EMS is to enter through the doors marked “Team Entrance” located on driveway leading to Football Stadium Concourse off of Kensington Ave. behind Marriott...across from Palmer Field House.

30. Send someone to await EMS on driveway outside of “Team Entrance.”

Emergency Equipment Available:
   • AED located on wall next to home team bench under scoreboard.
   • CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.
EMERGENCY ACTION PLAN
Memorial Gym Practice Floor

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in room marked “Training Room” located in north end of practice floor (under balcony of the Donor Room).

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE MEMORIAL GYM PRACTICE FLOOR.”
   - Give following information:
     - i. Nature of emergency
     - ii. What is being done for the individual
     - iii. Who is with the individual

2. DIRECTIONS: EMS is to enter through the doors marked East South Entrance on 25th Ave across from the Jewish Center. After inside, turn left and enter double doors to get to the practice floor.

3. Send someone to await EMS outside entrance on 25th Ave across from Jewish Center.

Emergency Equipment Available:
- AED located in lobby on wall adjacent to Ticket Windows.
- CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Olympic Weight Room, McGugin Center

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in Staff Offices OR Ticket Office Lobby Between Glass Doors Leading to Outside.

31. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE McGUGIN CENTER OLYMPIC WEIGHT ROOM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

32. DIRECTIONS: EMS is to enter building through doors located in middle of McGugin Center on Jess Neely Dr. adjacent to cement steps.

33. Send someone to await EMS arrival on cement steps out side building on Jess Neely Dr.

Emergency Equipment Available:
- **AED located on wall outside Olympic weight room in hallway**
- CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Women’s Bowling Team
Smyrna Bowling Center

IN CASE OF EMERGENCY CALL 911.

Phone Located at Front Desk near Front Entrance.

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE SMYRNA BOWLING CENTER.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

2. DIRECTIONS: 95 Weakley Lane, Smyrna TN. Located off of Sam Ridley Pkwy E (HWY 266).

3. Send someone to await EMS arrival at the front entrance of the bowling center. Direct them to where the emergency is located.

4. Initiate CPR if a Cardiac Emergency is suspected until EMS arrives.

Police NON-EMERGENCY, 615-459-6644 (SMYRNA POLICE)
Updated 11/23/2010; dm
EMERGENCY ACTION PLAN

Soccer/Lacrosse Stadium

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located in McGugin Center room 166 (Athletic Training Room) OR Tennis Center front desk.

34. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE SOCCER/LACROSSE STADIUM LOCATED BEHIND THE MCGUGIN CENTER.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

35. DIRECTIONS: EMS is to enter the FB practice field through gate on Natchez Trace, behind Weight Room, 100 feet from corner of Jess Neely. Follow the paved drive to the Soccer/Lacrosse stadium.

36. Send someone to await EMS at gate on Natchez Trace just behind the McGugin Center.

Emergency Equipment Available:
   - AED located on wall outside home locker room at north end of stadium seating.
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify clinical engineering at 322-3440.

Implemented 11/15/2009; sm
EMERGENCY ACTION PLAN
Swimming and Diving Team
Centennial Sportsplex

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Phone Located at the main entrance of the building in the main lobby of Centennial Sportsplex

37. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE CENTENNIAL SPORTSPLEX SWIMMING POOL.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

38. DIRECTIONS: 222 25th Avenue North. Enter the building through the green doors facing 25th Ave. This entrance takes you directly to the pool area.

39. Send someone to await EMS arrival at the outside entrance on 25th ave.

Emergency Equipment Available:
- **AED located in front lobby behind the reception desk**
- **CPR Mask located in AED case.**

VU Police NON-EMERGENCY, 2-2745
If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.
Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
EMERGENCY ACTION PLAN
Track and Field Stadium

IN CASE OF EMERGENCY CALL 1-1911 (campus phone) OR 421-1911 (from cell phone).

Campus Phone Located at North End of Track Next to the Turn Stile (labeled “Emergency”).

40. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE VANDERBILT TRACK AND FIELD STADIUM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

41. DIRECTIONS: EMS is to enter facility by using the gate across from Lot 74 and Lot 75 on Natchez Trace.

42. Send someone to await EMS at gate across the street from Lot 74 and Lot 75 on Natchez Trace.

Emergency Equipment Available:
   - **AED located on brick wall to the right of the “Emergency Phone” and turn stile.**
   - CPR Mask located in AED case.

VU Police NON-EMERGENCY, 2-2745

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm  Updated 11/15/10; TB, JW
Appendix
Policies and Procedures

EMERGENCY ACTION PLAN
Men’s and Women’s Golf Teams
Vanderbilt Legends Golf Club

IN CASE OF EMERGENCY CALL 911.

Phone Located in the Hitting Bay across from the Event Pavilion.

43. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT THE VANDERBILT LEGENDS GOLF COURSE.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual

44. DIRECTIONS: 1500 Legends Club Lane, Franklin TN. Located off of Franklin Road (HWY 31).

45. Send someone to await EMS arrival at circle drive in front of the Event Pavilion. Direct them to where the emergency is located.

Emergency Equipment Available:
   - AED located in box outside of Hitting Bay
   - CPR Mask located in AED case.
   - Addition AED located in Golf House Pro Shop

Police NON-EMERGENCY, 615-794-2513 (Franklin Police)

If AED is used or maintenance is required, please notify Clinical Engineering at 322-3440.

Implemented 7/6/2006; mpm Updated 11/15/10; TB, JW
Appendix

Department of Student Athletics Staff List by Area

<table>
<thead>
<tr>
<th>AD/ADMINISTRATION OFFICE</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>David Williams, V.Chanc. for University Affairs &amp; Athletics, General Counsel &amp; Secretary of the University Patricia Marett, Assoc. V. Chanc. for Business/Finance</td>
<td></td>
<td>Josh Holliday - Asst. Coach Larry Day – Volunteer Coach Daniel Harris - Dir. Baseball Operations Graham Manning – Administrative Assistant David Sparks – Equipment Assistant</td>
</tr>
<tr>
<td>Diane Scott – Executive Asst. Ayana Barry-Buchanan – Student Assistant Sarah Unger – Student Assistant</td>
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<table>
<thead>
<tr>
<th>ACADEMIC AREA - (CANDICE LEE)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Elizabeth Wright – Director of Academic Support (Counselor-FB) Eugene Henderson – Academic Counselor (FB) Max Martin - Academic Counselor (FB, WCC, Track) Nate Bell – Academic Counselor (Golf, Swim, LAX, Awards) Christy Hogan – Academic Counselor/Tutor Coordinator Katie Feyes – Academic Counselor (Base, Study Hall/Monitor) Claire Smith – Academic Counselor/Tutor Assistant (MCC, SOC) Neal Clark – Academic Counselor (MBB, Bowling)</td>
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<table>
<thead>
<tr>
<th>ASSOCIATE DIRECTORS OF STUDENT ATHLETICS - (DAVID WILLIAMS)</th>
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</thead>
<tbody>
<tr>
<td>Lori Alexander – Summer Camps, Training Table, Sports Medicine (Bowling, Lacrosse, W &amp; M-Tennis, W-Soccer, Swimming) Lisa Webb - Administrative Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brock Williams - Associate Director &amp; Asst Vice Chancellor/Student Recreation Center (MBB, M&amp;W Golf), Cheerleaders, Band, All Facilities Joanne Eskrei - Administrative Asst.</td>
<td></td>
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<tr>
<td>Candice Lee – Compliance, SWA (WBB) Diane Scott (Executive Assistant)</td>
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<thead>
<tr>
<th>BASEBALL - (KEVIN COLON)</th>
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<tbody>
<tr>
<td>Tim Corbin - Head Coach DJ(Derek) Johnson - Asst. Coach</td>
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<thead>
<tr>
<th>BASKETBALL (MEN’S) - (BROCK WILLIAMS)</th>
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</thead>
<tbody>
<tr>
<td>Kevin Stallings – Head Coach Tom Richardson – Asst Coach Brad Frederick - Asst Coach Dan Muller – Asst Coach. King Rice - Asst. Coach Meredith Schakel – Admin. Asst.</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>BASKETBALL (WOMEN’S) - (CANDICE LEE)</th>
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<thead>
<tr>
<th>BOWLING (WOMEN’S) - (LORI ALEXANDER)</th>
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<tbody>
<tr>
<td>John Williamson – Head Coach Josie Earnest – Assistant Coach</td>
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<tr>
<th>BUSINESS OFFICE - (PATRICIA MARETT)</th>
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<tr>
<th>LIFE SKILLS - (CANDICE LEE)</th>
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</thead>
<tbody>
<tr>
<td>Alison Wenzel – Life Skills Coordinator</td>
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<tr>
<th>CHEERLEADING - (BROCK WILLIAMS)</th>
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<tbody>
<tr>
<td>Pam Pearson – Coach</td>
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<tr>
<th>COMMUNICATIONS - ROD WILLIAMSON</th>
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<tbody>
<tr>
<td>Rod Williamson – Director of Communications - Bowling Larry Leathers - Asst. Dir. - Football Kyle Parkinson - Asst. Dir. – Baseball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix
Department of Student Athletics Staff List by Area

Andy Boggs - Asst. Dir. – MBB, W & M Golf
Chris Weinman – Asst. Dir. – Commodore Nation, Soccer, Lacrosse
Brandon Barca – Director of Digital and Social Media
Joe Fisher – Director of Broadcasting/Community Relations
Jayne Cornwell – Cross Country and Special Events
Laina Balafas – Intern – Men’s & Women’s Tennis
Ryan Schulz – WBB and Football (#2)
Donny Turnbaugh – Volunteer Intern – Swimming

COMPLIANCE – (CANDICE LEE)
Candice Lee – Assoc Director of Student Athletics & SWA (WBB)
George Midgett – Compliance Coordinator
Andrew Turner – Recruiting/Compliance Coordinator
John Peach – Compliance Coordinator
Diane Scott – Executive Assistant
Robynn Candish - Intern
Terry Porter – Intern
Colin Braxton-Brier - Intern

COMPUTER SERVICES
Josh Culley – Computer Support Scheduling
Craig Conger

CONCESSIONS – (PATRICIA MARETT)
SODEXHO MARRIOTT – Daphne Newsom

CROSS COUNTRY (MEN’S & WOMEN’S) – (KEVIN COLON)
Steven Keith – Head Coach
Rhonda Riley – Asst. Coach

EQUIPMENT ROOM – (KEVIN COLON)
Chris Singleton – Asst. Equip Mgr. Football
Gary Veach – Equipment Assistant
Garrett Walker - Equipment Assistant

FACILITIES – (BROCK WILLIAMS)
Brock Williams – Assoc Dir of Student Athletics/Asst. Vice Chancellor for Student Rec
Eric Chaffin – Assoc Dir/Facilities & Game Events
John Thorpe – Asst. Dir of Facilities
Michael Glenn – Asst Facilities (Mail Room)

FOOTBALL – (KEVIN COLON)
James Franklin - Head Coach
John Donovan - Offensive Coordinator/Running Backs Coach
Bob Shoop - Defensive Coordinator/Safeties Coach
Charles Bankins – Special Teams Coordinator/Tight Ends Coach
Chris Beatty - Wide Receivers Coach
Charles Huff - Offensive Quality Control
Wesley McGriff - Defensive Backs Coach
Brent Pry - Co-Defensive Coordinator/Linebackers Coach
Ricky Rahne - Quarterbacks Coach
Sean Spencer - Defensive Line Coach
Andy Frank - Assistant Director of Football Operations
Jemal Griffin - Football Chief of Staff
Michael Hazel - Director of Football Operations
Joey Orck - Offensive Graduate Assistant
Tom Bossung - Head Athletic Trainer
Barry Brown - Assistant Strength Coach
Kevin Colon - Associate Director of Student Athletics
Kevin Threlkel - Offensive Administrative Assistant
Luke Wyatt - Head Equipment Manager

GOLF (MEN’S) – (BROCK WILLIAMS)
Tom Shaw - Head Coach
Justin Emil - Asst. Coach

GOLF (WOMEN’S) – (BROCK WILLIAMS)
Greg Allen - Head Coach
Holly Clark – Asst. Coach

HENDRIX ROOM – (LORI ALEXANDER)
Majid Noori (“Magic”) Head Chef (Dining Services)

ISP – (INT’L. SPORTS PROPERTIES)
Jeff Miller – General Manager
Craig Turman – Associate General Manager
Seth Horton – Asst. G.M.
<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACROSSE (WOMEN'S) - (LORI ALEXANDER)</td>
<td>Cathy Sweezy</td>
<td>Head Coach</td>
</tr>
<tr>
<td></td>
<td>Amber Falcone</td>
<td>Asst. Coach</td>
</tr>
<tr>
<td></td>
<td>Susan Ellis</td>
<td>Asst. Coach</td>
</tr>
<tr>
<td>MARKETING/PROMOTIONS - (STEVE WALSH)</td>
<td>Steve Walsh</td>
<td>Director of Marketing</td>
</tr>
<tr>
<td></td>
<td>Brandon Barca</td>
<td>Dir of Online Services/Promotions</td>
</tr>
<tr>
<td></td>
<td>Rebecca Kelley</td>
<td>Group Sales Manager</td>
</tr>
<tr>
<td></td>
<td>Asher Hannah</td>
<td>Group Sales Assistant</td>
</tr>
<tr>
<td>NATIONAL COMMODORE CLUB - (DAVID WILLIAMS)</td>
<td>Christy Passmore</td>
<td>Exec Dir of Athletics Development</td>
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<tr>
<td></td>
<td>Bart Smith</td>
<td>Director of Major Gifts</td>
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<tr>
<td></td>
<td>Lucy Jones</td>
<td>Senior Director of Development for Athletics</td>
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<tr>
<td></td>
<td>Sterling Frierson</td>
<td>Program Coordinator</td>
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<td></td>
<td>Mark Carter</td>
<td>Director of Development</td>
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<tr>
<td></td>
<td>Robin Langlois</td>
<td>Member Services Coordinator</td>
</tr>
<tr>
<td></td>
<td>Michelle Parks</td>
<td>Development Assistant</td>
</tr>
<tr>
<td></td>
<td>Kendal Duncan</td>
<td>Development Assistant</td>
</tr>
<tr>
<td>SOCCER (WOMEN'S) - (LORI ALEXANDER)</td>
<td>Ronnie Woodard</td>
<td>Head Coach</td>
</tr>
<tr>
<td></td>
<td>Derek Greene</td>
<td>Asst. Coach</td>
</tr>
<tr>
<td></td>
<td>Sebastian Vecchio</td>
<td>Asst. Coach</td>
</tr>
<tr>
<td>STRENGTH AND CONDITIONING - (KEVIN COLON)</td>
<td>John Sisk</td>
<td>Head Strength Coach</td>
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<tr>
<td></td>
<td>Natasha Weddle</td>
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<td>Mark Davis</td>
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<td></td>
<td>Curtis Turner</td>
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<tr>
<td></td>
<td>Gabe Teeple, Asst. Strength Coach</td>
<td></td>
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<tr>
<td>SWIMMING &amp; DIVING (WOMEN'S) - (LORI ALEXANDER)</td>
<td>Jeremy Organ</td>
<td>Head Coach</td>
</tr>
<tr>
<td></td>
<td>Krysten Nemecek</td>
<td>Diving Coach</td>
</tr>
<tr>
<td>TENNIS CENTER - (BROCK WILLIAMS)</td>
<td>Meggie Butzow</td>
<td>Asst. Dir of Facilities/Operations</td>
</tr>
<tr>
<td></td>
<td>Brad Roby</td>
<td>Intern</td>
</tr>
<tr>
<td>TENNIS (MEN'S) - (LORI ALEXANDER)</td>
<td>Ian Duvenhage</td>
<td>Head Coach</td>
</tr>
<tr>
<td></td>
<td>Jamie Hunt</td>
<td>Asst. Coach</td>
</tr>
<tr>
<td>TENNIS (WOMEN'S) - (LORI ALEXANDER)</td>
<td>Geoff Macdonald</td>
<td>Head Coach</td>
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<td></td>
<td>Aleke Tsobanos</td>
<td>Asst. Coach</td>
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<tr>
<td>TICKET OFFICE - ERIC JONES</td>
<td>Eric Jones</td>
<td>Ticket Manager</td>
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<td>Debbie Green</td>
<td>Assoc. Ticket Mgr.</td>
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<td></td>
<td>Michael West</td>
<td>Asst. Ticket Manager</td>
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<td></td>
<td>OPEN – Ticket Office Associate</td>
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<tr>
<td></td>
<td>Daniel Loxley</td>
<td>Ticket Assistant</td>
</tr>
<tr>
<td>TRACK &amp; FIELD/CROSS COUNTRY (WOMEN'S) - (KEVIN COLON)</td>
<td>D'Andre Hill</td>
<td>Head Coach - Trk &amp; Field</td>
</tr>
<tr>
<td></td>
<td>Clark Humphreys</td>
<td>Asst. Track Coach</td>
</tr>
<tr>
<td>TRAINING ROOM/SPTS MEDICINE - (LORI ALEXANDER)</td>
<td>Tom Bossung</td>
<td>Head Trainer</td>
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<tr>
<td></td>
<td>Mollie Malone</td>
<td>Asst. Manager/Athletic Trainer</td>
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<td></td>
<td>Sara Melby</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Michele Loftis</td>
<td>Clinical Coord/Athletic Trainer</td>
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<td>Justin Wenzel</td>
<td>Clinical Coord/Athletic Trainer</td>
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<td>Kerry Wilbar</td>
<td>Athletic Trainer</td>
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<td>Shannon Gordon</td>
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<td>Daniel MacLea</td>
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<td>Chris Ham</td>
<td>Athletic Trainer</td>
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<td></td>
<td>Tracy Campbell</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Katie Baldwin</td>
<td>Intern Athletic Trainer</td>
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<tr>
<td>TRAVEL AGENT – CALDWELL TRAVEL (IN-HOUSE)</td>
<td>Jeannie Stotts</td>
<td></td>
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<tr>
<td>VIDEO OPERATIONS - (KEVIN COLON)</td>
<td>Steven Parks</td>
<td>Director of Video Production</td>
</tr>
<tr>
<td></td>
<td>Wes Whaley</td>
<td>Co-Asst. Video Director</td>
</tr>
<tr>
<td></td>
<td>Lacey Ballard</td>
<td>Co-Asst. Video Director</td>
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### INTERCOLLEGIATE SPORTS AND THE DIRECTOR OF SPT OPERATIONS:

<table>
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<tr>
<th>Sport</th>
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<tbody>
<tr>
<td>BASEBALL (MEN'S)</td>
<td>Kevin Colon</td>
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<tr>
<td>BASKETBALL (MEN'S)</td>
<td>Brock Williams</td>
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<tr>
<td>BASKETBALL (WOMEN'S)</td>
<td>Candice Lee</td>
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<tr>
<td>BOWLING (WOMEN'S)</td>
<td>Lori Alexander</td>
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<tr>
<td>CROSS COUNTRY (WOMEN'S)</td>
<td>Kevin Colon</td>
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<td>CROSS COUNTRY (MEN'S)</td>
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<td>FOOTBALL</td>
<td>Kevin Colon</td>
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<td>GOLF (MEN'S)</td>
<td>Brock Williams</td>
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<td>GOLF (WOMEN'S)</td>
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<td>LACROSSE (WOMEN'S)</td>
<td>Lori Alexander</td>
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<td>SOCCER (WOMEN'S)</td>
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<td>SWIMMING (WOMEN'S)</td>
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<td>TENNIS (MEN'S)</td>
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<td>TENNIS (WOMEN'S)</td>
<td>Lori Alexander</td>
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<tr>
<td>TRACK &amp; FIELD (INDOOR - WOMEN'S)</td>
<td>Kevin Colon</td>
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<tr>
<td>TRACK &amp; FIELD (OUTDOOR - WOMEN'S)</td>
<td>Kevin Colon</td>
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## Race & Ethnic Distribution Undergraduate

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<th>2007</th>
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<tr>
<td>American Indian</td>
<td>0.3%</td>
<td>0.1%</td>
<td>0.4%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.8%</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>5.7%</td>
<td>5.8%</td>
<td>6.0%</td>
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<td>6.8%</td>
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*Due to new federal guidelines in 2010, new and returning students were asked to respond to a new mandated set of ethnic/race questions. Following federal reporting guidelines for 2010, if a student selected Hispanic, Hispanic is reported regardless of any racial designation; if student was not Hispanic and chose two or more races, "two or more" is reported.

**Returning students were re-surveyed in 2010 and due to an insufficient response rate accurate ethnic and race data cannot be provided for 2010 undergraduates. Data are continuing to be collected and will be reported as we reach an acceptable response rate. However, the freshman were collected at application with the new federal methodology so please look to that for an indication of where we are on diversity.

Downloaded from the VIRG website on 12/9/2010; Data Last Updated: 10/14/2010
NCAA Academic Support Services Evaluation Committee Membership:
- Susan Barge, Associate Provost for Strategic Initiatives;
- Bonnie Dow, Associate Professor of Communication Studies;
- Ben Frazee, Graduate Student;
- Rich Germano, Assistant Vice Chancellor, Planning and Operations;
- Bob Pitz, Professor of Mechanical Engineering;
- Fran Spurrier, Associate Director, Planning and Operations;
- Sarah Wiggers, Graduate Student

Overview: The 2010 NCAA Academic Support Services Evaluation was conducted in conjunction with the NCAA certification self-study cycle three, currently in progress at Vanderbilt University. The evaluation committee listed above has evaluated the academic support services for student-athletes at Vanderbilt University in the fourteen areas listed below, which are required areas by the NCAA and National Association for Academic Advisors for Athletics (N4A).

a. Academic Counseling and/or Advising Resources and Services
b. Tutoring
c. Academic Progress Monitoring and Reporting
d. Assistance for Student-Athletes with Special Academic Needs
e. Assistance for At-Risk Student-Athletes
f. Academic Support Services Facilities
g. Academic Evaluation of Prospective Student-Athletes
h. Student-Athlete Degree Selection
i. Learning Assessments
j. Success skills: study skills, note- and test-taking skills, writing and grammar skills, time management skills
k. Study hall: availability, facilities, attendance policies
l. First Year/Transfer Orientations
m. Mentoring
n. Post-Eligibility Programs

In an attempt to incorporate as many viewpoints as possible, the committee interviewed individuals from a variety of campus areas, both inside and outside of the athletic department. Additionally, the committee was able to review the following documents:

- Student-Athlete Handbook
- Tutor Handbook
- Tutor Quiz
- Tutor Agreement form
- Eligibility certification procedures
- Department of Athletics and individual schools’ class attendance policies
- Missed class letters to professors
Appendix
Academic Support Services Evaluation

- MentDORES program guidelines
- Student-athlete exit interviews
- Informational materials from many student resources

Members of the committee also toured the Stratton Foster Academic Support Center and attended a Student-Athlete Advisory Committee meeting. It is the belief of the committee that these measures have provided an accurate and in-depth understanding of Vanderbilt’s Academic Support Services and have allowed the committee to adequately evaluate all of the areas required by NCAA guidelines. Below is a summary of our findings in each of the fourteen areas.

a. **Academic Counseling and/or Advising Resources and Services**

**Individuals interviewed:** Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

**Findings:** All student-athletes regardless of scholarship status have access to counselors through Stratton Foster Academic Support Center. These counselors meet on a weekly to bi-weekly basis with student-athletes from their athletic team. The academic counselors help with study skills, life skills and life balance. The academic counselors also work directly with faculty to keep them aware of necessary missed class time for student-athlete competitions and travel. Laptop checkout is another service that is offered to student-athletes, with priority checkout given to those who are traveling. Student-athletes also have an academic faculty adviser for their specific majors. Advising for all students varies by college with the policies for each college outlined below:

**College of Arts and Science Students**

Telephone advising services assist students in planning their schedule for the first semester of the freshman year. This advising is available for four weeks in June and again at the end of July and beginning of August. Toll-free telephone lines support this form of pre-major advising for entering freshmen.

Entering first-year students are assigned pre-major advisers, all of whom teach in the College of Arts and Science and are members of its faculty. These first-year advisers counsel students for approximately three and one-half semesters on campus, or until students choose majors. Students are encouraged to see these advisers at any time but must see them at least three times after their initial meetings during Orientation: 1) during registration for the fall semester...
of the first year, 2) during spring semester registration of the first year, and 3) during registration for fall semester of the second year.

Students may choose their own major advisers and may have one adviser for each declared major. During approximately the last two years of undergraduate study, when a student is acquiring depth of knowledge in a major field, studies are guided by a specialist in that field. Once a student has declared a major, he or she meets with the major adviser each semester until graduation.

**Peabody College (Education and Human Development) Students**

Summer advising for entering Peabody freshmen is led by the appropriate Director of Undergraduate Studies and occurs via telephone and/or email according to the instructions included with student registration packets.

At the end of the summer, each entering student is assigned a faculty academic adviser who meets with the student upon arrival to campus. In addition, students meet their academic advisers during the fall and spring preregistration periods to choose courses for the next semester. Advisers are available throughout each semester to discuss topics of interest to students and to help them make the most of their Vanderbilt experience. Students can make appointments to talk with their advisers whenever meetings would be helpful.

Because Peabody students have chosen a major before they enter Vanderbilt, “pre-major advising” is not necessary. The offices of Peabody advisers are located on the Peabody campus near The Commons.

**School of Engineering Students**

Engineering Advising orients first-year engineering students to the School of Engineering and works closely with students as they progress through the engineering curriculum. A faculty adviser is appointed for each student. The student and adviser meet each semester. This adviser is chosen from the faculty in the student’s major if the major is known. Students who have not chosen a major upon entry are assigned a faculty adviser from a randomly selected department. If a student later chooses a different department for his or her major, a corresponding change of adviser is made. Engineering students are required to see their advisers at registration and any other time changes must be made in their programs of study. Any student who has academic difficulty is expected to see his or her faculty adviser for counsel. Faculty advisers can also provide useful career guidance.

**Blair School of Music**

Each Blair student is assigned an academic adviser who serves as an official first point of contact for all degree program questions. Students also have access to a studio or composition instructor who possesses a unique perspective about the way in which the eight semesters of
Appendix
Academic Support Services Evaluation

study maps to specific career aspirations. The Assistant and Associate Deans are additional resources. They provide academic counsel and assist in planning special opportunities such as study abroad, internships and independent study.

b. Tutoring

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: All student-athletes regardless of their scholarship status have access to tutoring. Tutoring services are provided on a first-come-first-served basis. These services are provided at the Stratton Foster Academic Support Center and serve to supplement other tutoring opportunities available to all students through each of the four undergraduate schools.

Tutors are hired on an as-needed basis. The Tutor Coordinator and Assistant Tutor Coordinator hire new tutors by posting ads on www.hireadore.com and by soliciting departmental recommendations. Once a potential tutor shows initial interest, the applicant must provide a professor recommendation and have at least a B+ average in the areas they are interested in tutoring. If those criteria are satisfied they will then interview with the Tutor Coordinator. If hired, they are required to attend a tutoring orientation. At the tutoring orientation, led by the compliance department, the NCAA and SEC rules are covered and a quiz covering that material is given. They must score at least a 90/100. Newly hired tutors are also required to read the tutoring manual and sign a statement acknowledging the NCAA and SEC rules and regulations. The tutoring manual is reviewed annually but is updated continually.

In addition, returning tutors are required to attend an orientation led by the compliance department and all tutors receive monthly emails with NCAA rules updates. There are several methods to ensure that rules are followed. All tutors hired are upperclass or graduate students and therefore are subject to the terms of Vanderbilt’s honor code. All tutoring sessions must take place in the Stratton Foster Academic Support Center. To avoid a conflict of interest, tutors cannot be employed by any other area of the athletic department or volunteer with a sports team.

c. Academic Progress Monitoring and Reporting

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director

Academic Support Services Evaluation

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Academic Support Services Evaluation

Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: At Vanderbilt University, student-athletes are responsible for monitoring their academic progress and working with their faculty advisers to ensure their eligibility. Academic counselors work with student-athletes throughout the year to ensure that they will remain eligible and do well in their studies. One method of monitoring is through professor-issued midterm and final deficiency reports. Academic counselors meet with coaches on an as-needed basis to discuss athletes’ progress. Academic counselors also perform 15-20 random class checks a week to ensure that student-athletes are going to class. The Office of the Registrar works with Vanderbilt Athletics Compliance to monitor and certify student-athletes’ NCAA academic eligibility. This is done through a number of reporting measures including degree audits and daily reports on student-athletes who have dropped classes. Student-athletes are made aware of their progress by their professors and academic advisers. Student-athletes are able to monitor their own progress through Vanderbilt’s newly implemented records system, Your Enrollment Services (YES), by accessing the degree audit feature.

d. Assistance for Student-Athletes with Special Academic Needs

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: Student-athletes with special academic needs are assisted in much the same way as all student-athletes. These student-athletes are provided with tutoring services and meet at least weekly, occasionally daily, with their academic counselors. Student-athletes with learning disabilities are referred to the Equal Opportunities, Affirmative Action, and Disability Services (EAD) office. This office helps students work with professors to ensure that their required needs are being met.

e. Assistance for At-Risk Student-Athletes

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel
Finding: At-risk student-athletes are provided similar assistance through their academic counselor compared to all student-athletes; however, their assistance is of a greater magnitude. Many at-risk student-athletes meet daily with their academic counselors, are required to take advantage of tutoring services, and have mandatory study hall hours. The exact method of helping at-risk student-athletes varies with each academic counselor. While many counselors consider all first-year student-athletes as “at-risk,” those admitted with a predicted grade point average below 2.5 (as determined by the Office of Admissions) are officially deemed as such.

f. Academic Support Services Facilities

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: The Stratton Foster Academic Support Center recently completed an extensive renovation and re-opened in the fall of 2010. The center now contains nine tutoring rooms equipped with study tables and dry-erase boards, two computer labs, a large open study lounge, and individual workspaces. Additionally, the space houses the offices of eight academic counselors and a life-skills counselor.

g. Academic Evaluation of Prospective Student-Athletes

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: The academic evaluation of prospective student-athletes is the same as for any prospective Vanderbilt student. The Office of Undergraduate Admissions makes admissions decisions regarding all prospective students. A prospective student-athlete must submit a pre-application form, the student’s high school transcript through junior year, official SAT or ACT scores, and Part 1 of the Vanderbilt University Application for Admission. Vanderbilt uses a holistic approach in its admission process and evaluates a wide array of criteria for each
student. All students, including student-athletes, must apply directly to one of Vanderbilt’s four undergraduate schools.

h. **Student-Athlete Degree Selection**

*Individuals interviewed:* Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

*Findings:* There are no restrictions on degree selection for student-athletes. Vanderbilt has successfully graduated student-athletes from all four undergraduate schools and in a wide variety of majors. During the degree selection process, academic counselors are available to give student-athletes information about each major. However, a student-athlete’s main resource in selecting a major is the faculty adviser. Vanderbilt student-athletes in the College of Arts and Science are required to select their majors by their junior year.

i. **Learning Assessments**

*Individuals interviewed:* Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

*Findings:* Vanderbilt University only utilizes learning assessments for placement in foreign languages. Placement for other academic disciplines is determined by a student’s SAT, ACT, and AP scores. There is no difference in general testing between student-athletes and the student body. If a student-athlete is required to take a test while traveling for athletic competition, an academic counselor will often accompany the team to proctor the exam. In situations when this is not possible, Vanderbilt’s Academic Support Services Center works with academic support at the hosting institution to find a proctor for the exam.

j. **Success skills: study skills, note and test taking skills, writing and grammar skills, time management skills**
Appendix

Academic Support Services Evaluation

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: The Athletic Department has a Life Skills program housed in the Stratton Foster Academic Support Center. This program is designed to provide student-athletes with opportunities to grow professionally and gain leadership experience. Housing the Life Skills program in Stratton Foster Academic Center after the recent renovation has greatly enhanced the ability for cross communication between the Life Skills Coordinator and the Academic Counselors.

The Life Skills program has developed both department-wide and team-specific programming to work on personal development issues such as career development, leadership, study skills, and time management. Student-athletes are made aware of these programs through coaches, academic counselors, and the student-athlete listserv emails.

Additionally, there are several campus resources geared toward student success. These include the Vanderbilt Career Center, pre-professional organizations, residential life programming, and various campus organizations such as the Office of LGBTQ+ Life, the Chaplains’ offices, and the Women’s Center.

k. Study hall: availability, facilities, attendance policies

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: Study hall requirements vary by sport, classification, academic standing, and grade point average. All entering first-year student-athletes are required to meet study hall hours as agreed upon by coaches and academic counselors. After the first year, student-athletes can reduce required hours by achieving superior academic performance and maintaining a high GPA. All study hall hours must be completed at the Stratton Foster Academic Center unless approved ahead of time by an academic counselor, and student-athletes must sign-in with either their academic counselor or a study hall monitor. Study hall monitors are selected
through a method similar to tutors, and are held to the same standards of conduct. They report to both the study hall monitor coordinator and the Director of Academic Support.

I. First Year/Transfer Orientations

**Individuals interviewed:** Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

**Findings:** All Vanderbilt students participate in the VUcept orientation program. This program begins on the Saturday of move-in during the fall semester and officially ends just prior to the Thanksgiving break. During the fall semester, small groups meet once each week. Students are divided into small groups of eighteen, and there are never more than three student-athletes per group. These groups are led by a student and faculty VUceptors. These VUceptors mentor all entering students through their first days at Vanderbilt, help provide an understanding of what it means to be part of the Vanderbilt community, and provide information about the wealth of campus resources.

All student-athletes enrolled in summer school before their first year are required to attend a one-day orientation given by academic counselors. During this orientation, student-athletes are given a campus tour and provided information about campus academic and well-being resources. Throughout the summer, additional seminars are conducted that discuss life balance, study skills, time management, and more. These seminars also include presentations by members of various campus services, such as the library, the Psychological and Counseling Center, and the Writing Studio.

Student-athletes who do not enroll in summer school before their first year and transfer students are given an individualized athletic department orientation that introduces them to academic support as well as the rest of the athletic department groups.

m. Mentoring

**Individuals interviewed:** Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of
Appendix
Academic Support Services Evaluation

Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: In addition to the mentoring offered to all students mentioned in item I. above, in fall 2010, Vanderbilt University’s athletic department implemented the MentDORES mentoring program for all entering first-year student-athletes. The mentors participating in this program consist of volunteer athletic department administrators who act as guides, counselors, and friends. The program begins at the annual kickoff event at the beginning of the fall semester and goes throughout the student-athlete’s first year. Mentors and their mentees often create a connection that continues throughout the student-athlete’s years at Vanderbilt. The MentDORES program goal is to acquaint incoming student-athletes with the university and the opportunities available to them. Vanderbilt recognizes that the first year can be a challenging time for many student-athletes and feels that the MentDORES program is a valuable way to ease their transition to life at Vanderbilt.

n. Post-Eligibility Programs

Individuals interviewed: Director of Academic Support; Student-Athlete Advisory Council; Director of Sport Operation; Academic Skills Counselor; Head Coach Women’s Lacrosse; Life Skills Coordinator; Vice Chancellor for Academic Affairs and Provost; Associate Dean for Alumni Affairs (Vanderbilt University School of Medicine); Professor of History; Associate Director Student Athletics/Senior Woman Administrator; Vice Provost for Enrollment; Dean of Admission; Associate University Registrar; Vice Chancellor for University Affairs, Athletics and General Counsel

Findings: Vanderbilt offers post-eligibility opportunities for student-athletes. Once a student-athlete has exhausted his or her competitive eligibility, he or she can apply for post-eligibility aid through the NCAA. When the athletic department’s associate directors of student athletics are made aware of post-eligibility scholarship opportunities, they collaborate to choose the best candidates for the scholarships based on criteria provided by the organizations sponsoring the scholarships. Athletic administrators, career services team members, and faculty advisers are also available to aid student-athletes with graduate school applications and with finding future career opportunities.

Conclusion: The Vanderbilt Athletic Department makes student success a priority. This directive starts with the Athletic Department’s leadership, and the leadership team has created a culture in which athletic performance and academic success are of equal importance. Vanderbilt’s Academic Support Services provide a valuable resource to all Vanderbilt’s student-athletes. Throughout the committee’s interview process a universal theme that immediately became clear was that the staff in the Stratton Foster Academic Support Center are very knowledgeable and helpful. It is the recommendation of this committee that Vanderbilt’s academic support services continue to strive for excellence in all that they do, responding effectively when change is needed, and always seeking opportunities for improvement.